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Signalled or signalling? – the role of the state in manpower

When the Robbins Committee started work almost 20 years ago the predominant policy issue in higher education was demand – how could the system be expanded fast enough to meet the exploding expectations of young people? This concern held its place at the top of the policy agenda until the early 1970s (and has not lost it yet in the hearts and hopes of perhaps a majority of those practically engaged in higher education). But perhaps the expansion mentality had reached its peak, too distant, apogee with the publication of *Planning Paper Number 2* by the Department of Education and Science in 1969 which predicted that there might be as many as 750,000 students in the present year, an over-shoot of 50 per cent.

At the first Leverhulme seminar two weeks ago a contrary concern was signalled – how could the system supply enough graduates of the right type to meet the needs of industry and the wider economy? Apparently it is not just in Ronald Reagan's America that the supply-slanted view of public policy has become popular. This policy inversion in British higher education, so deplored (and deplorable) yet so difficult to combat, shows that we are all "supply-siders" now.

For it is difficult to deny that the subject chosen for the first Leverhulme seminar, higher education and the labour market, is the nearest thing to an active policy issue in higher education today. Of course, there are the cuts and their consequences which appear to most an almost hyper-active issue of policy, but they are almost entirely about public expenditure and hardly at all about higher education. So, disastrous as they are, they should be discounted in any discussion about what new principle or motif might replace the conveniently vague but powerfully eloquent Robbins principle and help to construct a new consensus around which higher education can regroup in the 1980s and 1990s – the task of the new Leverhulme programme. The organizers of this programme of study are almost certainly right in thinking that any successor principle will be found on the "supply" side of higher education priorities rather than, as with Robbins, on the demand side.

Not that higher education's relationship with the labour market is a particularly new issue. There have always been those who preferred to the supply of skills and knowledge rather than the drift of student demand in determining priorities within the system. From the time that the Robbins Report was first published in 1963, and even before, many distrusted the *laissez-faire* approach that was embodied in the austere and rather altruistic liberalism of the "Robbins principle". Indeed it could be argued that the binary policy and the creation of the polytechnics was a deliberate attempt to be more prescriptive. Certainly it has been impossible to keep manpower planning down as a policy issue. Broad brushes have been succeeded by broad steers. Even today it is clear that manpower planning in some form will be the one extrinsic factor that will be allowed to modify significantly the re-ordering (or retrenchment) of higher education by the University Grants Committee and the DES according to intrinsic academic strengths.

But, of course, there is the other side of the equation. Manpower planning is today, whether acknowledged or not, manpower considerations are a powerful subterranean influence on the re-ordering of the system that is being so precipitately undertaken; and some derivation from manpower planning is probably the only realistic candidate for an "anti-Robbins principle" for the 1980s. But none of these makes man-

power planning any easier. For it is not only a very topical issue but also a very tangled one. Indeed the latter quality is as inevitable as the former. If higher education is to be regarded as a producer, it has not one but three categories of customer. The first is the potential student. Until very recently most students were fairly conventional school-leavers with fairly conventional qualifications and motivations. Today there is a substantial minority of older and in other ways graphic decline bites into the traditional sources of demand, this minority will grow larger.

This is the first substantial, but often neglected, problem that the system will face in the 1980s and 1990s in its attempt to satisfy its immediate customers, its students. Even an apparent straight-forward attempt to honour the Robbins principle in the future as in the past will create perhaps unexpected difficulties of definition and of execution. Higher education will never again be able to deal with a comparatively homogeneous expression of demand.

6 Manpower planning can only work if the supply of graduates is used as an active instrument of industrial policy 9

Then, there is the second category of customer, the employers of graduates. Again, the prospect is of growing confusion. Once when graduates were in short supply because of the exclusive nature of access to higher education, it could perhaps be safely assumed that potential students would be well informed about employment opportunities so the demands of the labour market could safely be mediated through the choices of these students. Even if this assumption was unsafe, two back-up arguments were also available. First, all graduates by a variety of their selection by a university or other institution were likely to be highly intelligent and so, except in extreme cases like doctors, easily trainable up (or down?) as engineers. This assumption, of course, neglected the impermeability of the divide between language-based arts and mathematics-based sciences. The second assumption was even more cynical. It was simply that in most areas of the British economy so few graduates were employed that the market was supply-led rather than demand-led – in other words industry had to like the graduates that were available or else dump them.

Sadly, the strength of these arguments is being eroded all the time. In the United States patterns of student enrolment may respond very quickly and sensitively to fluctuations in the labour market for graduates (although some have argued that the almost instantaneous symmetry of the two is too good to be true and therefore highly suspicious). But the same does not happen in Britain to anything like the same extent. If fewer students apply for sociology it probably has more to do with the cultural standing of sociologists than their position in the labour market. Only the very optimistic could argue that British students are especially accurate mediators of labour market messages. Unfortunately the messages that

higher education receives directly from their second category of customer, the employers of graduates, are likely to be flawed as well. There are two broad reasons for this. The first is the conservatism of employers. They may say they need more graduates with highly specific and up-to-date knowledge but all too often they go ahead and recruit the "best" students who are defined in traditional terms of achievement and all too often given the cultural biases of British education they are found in rather general, non-vocational subjects (which may explain why physicists end up as engineers and historians as managers).

The second is that industry is not necessarily the best judge of its own long-term needs. Manpower planning in any form is an attempt to construct a market in "futures", which is especially difficult in an educational system where irrevocable decisions can still be made as early as the age of 14. Moreover it is a market in very long-range futures. Investment in human capital, after all, has to cover a period of up to 45 years, far longer than investment in physical plant which may be scrapped in half that time.

Can British industry be trusted to make sound judgments about its own best interests? Its record over the past 20 years does not inspire confidence. An impartial foreign rating of the quality of British institutions would probably rank industry rather low and higher education rather high, so why allow the judgment of the former to override that of the latter, especially in high technology areas where people in higher education have a considerable knowledge-lead?

This leaves higher education's third and most powerful customer, the state. Not only does the state pay for higher education in the first place, it has two important interests in the output of the system – as a substantial employer through central and local government, nationalized industries, other public services (including of course higher education), and as the ultimate guardian of an intellectual tradition and cultural standards (what many of us would regard not simply as an non-market but as a supra-market responsibility).

So if students cannot be relied upon, and if industry cannot be relied upon to organize the optimal use of highly skilled manpower, can the state do better? At the moment most people instinctively answer no. But is this instinctive response also the most sensible? After all, you cannot have manpower planning without planning. The state already takes a profound interest in the future investment of physical resources: why should it not do the same with regard to even more valuable human resources?

What this would require, however, is a complete change in the approach of government to the labour market. It would have to be accepted that forecasting alone could never do the job, if only because forecasting itself sent signals to the market to which it responded. It also would have to be accepted that, as a substantial employer, the state had to show greater consistency (at present its record is not better than private industry's). At the very minimum there would have to be a public sector highly-skilled manpower plan.

But probably even more has to be done. Manpower planning can only work if it is part of a larger industrial policy, if the supply of graduates is used as an active instrument of prescriptive planning. Perhaps like Nelson the Government, in a pluralist not a centralist form of course, should be less concerned about other people's signals and more concerned to send up some signals of its own.

Laurie Taylor



STUDENT REPORTS
Please would you make sure that all reports on third-year students are submitted to the office by the end of next week (May 8th) so that these can be collated in time for the Examiners Meeting.

Thanks.

STUDENT REPORTS
Sorry to have to bother you again, but we are still waiting for some third-year student reports. Remember, there is now urgently needed for collating in time for the Examiners Meeting.

By Monday please.

STUDENT REPORTS
Final note. Any outstanding student reports must be submitted by tomorrow (May 15th) if they are to be available at the Examiners Meeting.

STUDENTS REPORTS
Janet tells me that of the two members of the department have still not submitted reports on their third-year students. I know that this is a particularly busy part of the term but please note that Janet needs these reports by return if she is to complete her collation in time for the Examiners Meeting.

STUDENTS REPORTS
Listen. I want to talk to you all about my notes. That's right. My notes. I mean on April 30th (Yes, that's right, back in April) I wrote asking you a whole week to send them in. What happened? Nothing. Not one report. Silence.

So I tried again. Right? Tried another tack. On May 7th it was "Sorry to bother you again". Bother? Yes, that's what I wrote. Sorry to bother you with a request so basic that in any other area of normal academic life it might have been regarded as totally unnecessary. Again nothing happened. Not a damn thing.

Then May 14th. Yes? Remember? I tried one more. I used a little psychology there, didn't I? I wrote "any outstanding requests". Right? Tried to make you a little. *Were you the only one?* That sort of thing. But, *OF YOU KNEW THAT I'D NOT RECEIVED A SINGLE REPORT. Didn't you?* And then my final ploy. Yes, I fourth note. May 21st. "Janet tells me..." "Janet needs". It's not only me, longer, you see. It's Janet. Your departmental secretary, who works twice as hard as any of you for exactly one quarter of the money, can't be bothered to do her job because of your own inefficiency. Right?

And I'll tell you all something. Do you know I STILL HAVEN'T RECEIVED A SINGLE REPORT. NOT ONE. What's the matter with you? Not to your taste perhaps. I don't like the grammar? Or the style? Would you like me to send a little money with each request. *Some blood perhaps?*

Now listen very carefully. This is my last note, my final request, a despatch beyond whose bourne no traveller returns, my ultimate plea. This is the note about the note about the note about the note about the note.

But it's not reports I want this time. No, something far simpler. I want a sign. Anything will do. A mere mark on the paper, an X, some spilt tea. Anything. But I must know. IS THERE ANYBODY OUT THERE?

The Times Higher Education Supplement

June 5, 1981 No 448 Price 45p

Head-on clash likely over poly funding

by John O'Leary

College principals and polytechnic heads are heading for a clash with the Government over proposals for a new system of funding their institutions.

Both have warned that they would not put their names to a scheme supported by the Department of Education and Science for financing public sector higher education in 1982-3. The scheme is the front-runner for adoption at next month's crucial meeting of the study group on the management of the AFE pool.

Time is running out for the group to produce recommendations if deadlines are to be met for the calculation of next year's allocations. But two recent meetings have failed to produce agreement and civil servants are now working on a draft report to be discussed in July.

The source of dispute is a report prepared by a sub-group, which would produce a system of unit costs based on staff/student ratios with an additional allowance for extra expenditure. But, because of an absence of common data, polytechnics and colleges would be assessed differently.

In the report the sub-group admits that its proposed system could act as a disincentive to institutions to cut back on staffing and even encourage them to recruit more students than standards dictate in order to safeguard their grant.

Before the last meeting of the study group both Dr Ray Rickett, chairman of the Committee of Directors of Polytechnics, and Mr Neil Merritt, chairman of the principals' group, the Standing Conference, circulated letters expressing their concern at the recommendations. Both oppose the idea of separate systems for the two types of institution and are anxious not

to penalise efficiency among their members.

Dr Rickett has set three conditions on any scheme adopted: that the polytechnics should receive at least a great share of the pool, that due credit be given for economies in staffing and that major institutions should operate on a common basis. The CDP's own proposals, based on student numbers, have yet to be discussed by the study group.

Mr Merritt said this week that he was hopeful that a mutually acceptable scheme could still be found. It would have to apply to at least the 60 or 70 major colleges, if not all those offering advanced courses.

Although the sub-group rejected a common system because not all colleges completed the detailed returns required of the polytechnics, Mr Merritt insisted that there would be no difficulty in providing the relevant information.

A modification of the sub-group's recommendations is likely to be strongly supported by the DES when the full committee reconvenes. Ministers are known to be anxious for an early settlement which will pave the way for a rationalization of courses during 1982-3.

The talks are running in tandem with further discussions on the local authorities' plans for a national body for public sector higher education. A second officials' meeting made some progress on the question of effective control of authorities' spending and a third meeting has been arranged.

However, ministers still favour a body independent of vested interests which can meet on equal terms with the University Grants Committee. They are prepared to persevere with talks, having ruled out legislation in the planned Further Education Bill.

Tomin stripped of citizenship

by Paul Flather

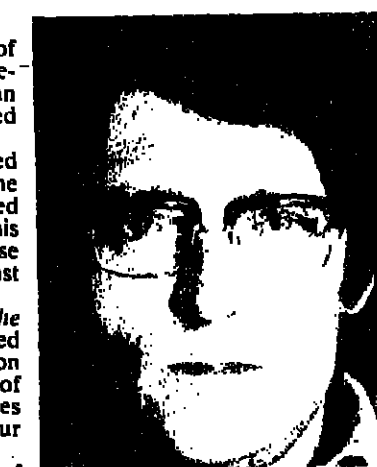
Dr Julius Tomin has been deprived of his Czech citizenship because of remarks about Poland quoted in an article in *The Times*, and reproduced on the same day in *The Times*.

Last week Dr Tomin, a distinguished Greek scholar, was summoned to the Czech embassy in London and handed a two-page "decision" saying his nationality had been removed because he had participated in activities against the Czechoslovak republic.

The offending paragraph (*The Times* September 12, 1980), described as a commentary by Dr Tomin on Polish events, said: "He was wary of commenting on recent Polish strikes but he hoped the events would pour pride into Czech workers."

Dr Tomin, now a senior member of Balliol College, Oxford, lodged an appeal, as he is entitled, while still at the embassy. It is highly unlikely to succeed. His wife Zdena, a former Charter 77 spokesman, did not attend the summons, but has also lost her citizenship.

Dr Tomin left Czechoslovakia with his family last August after continued and often brutal police harassment forced him to abandon a series of



Dr Tomin: 'wary of comment'

unofficial seminars he ran in private flats in Prague.

Two years ago he invited western scholars to give lectures at his seminars. Three Oxford dons, including Dr Anthony Kenny, the Master of Balliol, were expelled for attending.

Background, page 3



Chelsea attacks 'vicious, cretinous' report

by Ngagio Crequer

The principal of Chelsea College this week described proposals to close his college as "vicious and cretinous" and vowed to resist them to the end.

The proposals are contained in the second report of the Swinerton-Dyer committee which says that London University should close at least one site – merge Westfield and Bedford Colleges and close the department of physical sciences at Royal Holloway. The details of the report are on page 2.

The report said that Chelsea was highly regarded in science education, nursing and history and philosophy of science but it was not confident that the same could be said of the rest of Chelsea. The other departments, which constitute the bulk of the college's work should be reviewed with a view to phasing out those which did not come up to standard.

The principal Dr Charles Phelps, said he was "absolutely furious" about the report and had immediately written to Lord Annan, the vice-chancellor, to register his disgust.

"No college has been singled out for such viciousness, and in the cretinous manner that we have been. The committee says it bases its views on the individual judgment of its members. This is a libellous remark."

"We entirely reject this report. This committee of academic organisation has come up with the most academically disorganised views."

He praised the quality of Chelsea's students, which he said bore comparison with those at other colleges. The teaching had been praised by industry and recently the college had attracted a professor from the Massachusetts Institute of Technology to its staff. He also said that although the report had talked about consortia it had not really considered any viable proposals in detail.

He said the college was always prepared to talk with others about collaboration but that Bedford College and its site in Regents Park were inseparable.

Dr Robert Barnes, of Queen Elizabeth College, praised in the report welcomed the suggestion that numbers of British students should not be allowed to diminish.

A spokesman for the Association of University Teachers was highly critical of the references to Chelsea College.

Leader, back page

Scots join forces to fight UGC

by Olga Wojtas

Scottish correspondent
Scotland's eight universities are to embark on a unique co-operation programme in face of the prospective cuts by the University Grants Committee.

At the annual conference of the university courts, it was agreed that the principals would circulate among each other their copies of the UGC allocation letters once they were received, and that there would be a joint attempt to ensure the present range of courses in Scottish universities was maintained.

The principal of St Andrews University, Dr J. Steven Watson said the meeting was like "like Wellington's soldiers behind the lines of Torres Vedras – we didn't exactly love one another, but we knew if we didn't hang together, we'd hang one by one".

The keynote of the meeting was struck by a statement from Glasgow University court urging that the fundamental difference between Scotland's educational system and that of England and Wales be taken into account in any rationalization of British universities.

Glasgow urgently wished to co-operate with other Scottish university courts to make sure that "any impending rationalization programme will not reduce the range of courses taught in Scottish universities, and that the courses will continue to make a full contribution to meeting the needs of a modern industrialized country as well as those of Scottish school-leavers".

Talks on rationalization included small departments, of which there is a considerable number in Scotland, the four divinity faculties, and the libraries service. It was also suggested there should be mutual consultation before appointments to vacant posts were made.

The conference is likely to reconvene in September once the courts have made an initial assessment of the implications of the cuts for their university, but it is expected that the principals will have met before that.

Dr Watson said the principals felt that Government policies were "horribly mistaken" but that there would be no reprieve "the prospects are very dark for higher education in Scotland", he said.

St Andrews' senate has already sent a letter to the UGC warning that no irrevocable decision should be made about any university subject without full prior consultation with the university concerned.

The letter said the senate also found the idea of "first, second and third division universities, mooted in the press, inimical to the concept of a university as an interdisciplinary community of scholars and researchers.

Union view, page 31

Unions form lobby

Trade unions representing lecturers, students, and ancillary staff, were meeting this week under the aegis of the TUC to finalise plans for a national educational alliance to lobby against "short-sighted" Government cuts.

The unions are expected to hold a conference in the autumn. One aim of the new lobby will be to increase access for those disadvantaged by class, sex, age, ethnic origin, or physical handicap.

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Ngaio Crequer reports on Swinnerton-Dyer's second discussion document

London University should close at least one college, merge two more and contract teaching in some subject areas, under proposals made by the committee on academic organisation, chaired by Sir Peter Swinnerton-Dyer, vice-chancellor of Cambridge.

The report, which is the second discussion document produced by the committee, says that in deciding which sites should be relinquished the prime consideration must be the preservation of excellence and the need to preserve departments unique in London.

Other factors are the relative cost of sites, the suitability of buildings and their accessibility and attractiveness as places for students to live and work.

With this in mind the committee has divided the 16 non-medical schools into six groups.

The London School of Economics, King's, Imperial and University College are the major centres of excellence in the university. Although courses or departments might have to be closed, "closure of an entire site or even major surgery seems to us unthinkable."

Queen Mary College has a good reputation, is cheap to run and has a unique course unit scheme. It is also an advantage to have a major university institution in the East End of London. There is no case for closure.

The report says it is important to have at least one school mainly catering for part-time students but there is considerable scope for sharing buildings with other schools, and Birkbeck could give up some of its rented accommodation. The vice-chancellor or Court should try to facilitate increased sharing between Birkbeck and University College.

The School of Oriental and African Studies, Wye College, the School of Pharmacy, the Royal Veterinary College and the Institute of Education, SOAS, the report points out, serve a national need, but this cannot be considered purely in a London context. The Foreign Secretary should set up a

Excellence still the main criterion

committee to assess the changed national need, and this could include reference to Russian and Eastern European Studies.

Something must be done about the state of the preclinical buildings of the RVC, since "we doubt if they can for very much longer be kept up to the increasingly high standard that is demanded of veterinary schools."

Nationally, at least one veterinary school should be closed within the decade and unless London acted, this could well be the RVC. There should be consideration of moving preclinical work to join the clinical departments at Porters Bar or of combining teaching with that of preclinical medical students.

The committee will consider the other institutions in this section in its final report in the autumn.

Bedford, Westfield and Royal Holloway are small, cover a wide range of subjects and attract students of comparable ability. In the humanities and mathematics they are of comparable distinction but Royal Holloway is weaker in science, but also cheaper than the other two.

Bedford and Westfield should form a consortium, even if the university faced no financial problems. Many of their departments are below optimum size. Without a consortium, says the report, "we think that each school separately will be at risk in view of the reduction which we expect in total student numbers in the university."

Eventually it should occupy only one site. The Bedford site is more accessible to the rest of the university and, unlike Westfield, it would be hard to envisage it being used for anything but educational purposes. But student resi-

dences at Westfield should be retained.

The committee is divided in its views on Royal Holloway. It has the most attractive site and remarkable buildings of any London school. Though remote, it is not as inaccessible as distance suggests, it is cheap, and has scope for development.

But of concern is the natural sciences, in particular the physical sciences where student numbers, (as at Bedford and Westfield) are below the desirable minimum. One suggestion would be to phase out natural sciences, but not mathematics and increase numbers in humanities. But this would leave a school without science, which is disliked. A less drastic proposal would be to phase out physical science but retain biological science.

At Queen Elizabeth College student numbers should not be allowed to diminish.

In a better financial climate there would have to be serious consideration of the possibility of rebuilding QEC on part of the site of Royal Holloway to form a consortium or single college. At present this would only be realistic if the sale of the QEC site made enough to pay for the necessary new buildings, and Court should investigate this.

If the above were not possible there could be a closer relationship between Queen Elizabeth and Imperial College which could in the long run lead to the incorporation of QEC into Imperial.

Chelsea College is scattered, and the intention of the University Grants Committee is to concentrate it on three sites, but this will require a great deal of money which it will be difficult to justify in times of contraction.

"Chelsea is highly regarded in some areas - for example science education,

nursing, and history and philosophy of science - and these groups should be preserved. But we are not confident that the same can be said of the rest of Chelsea."

"We recommend that there should be a peer review of all the departments at Chelsea, except the three we have named above, with a view to phasing out those which do not come up to the standard of the rest of the university."

Those that survived might be enough to constitute a coherent school, probably on one site, but if not they could be incorporated into other schools of the university.

The report states that committee members have not carried out any full-scale peer review of departments but have had to rely on reputation and members' individual judgements.

London should plan for a 10 per cent drop in total student numbers and a 15 per cent cut in income by 1983-4. The question of staff redundancy should be seen in the context of the university as a whole rather than individual schools.

Any transfer of staff from one institution to another would depend on the willingness of the employees to move, and the agreement of the host to accept the staff.

Staff would need to be assured that transfer would not involve a worsening of conditions "though such a guarantee would be difficult to give in regard to such matters as promotion prospects, teaching duties and research and other facilities."

Transfer without savings was not worth pursuing and staff might consider "that such a transfer may offer the only prospect of preserving and advancing their own careers and their own subjects, which would otherwise be at risk."

The report also says there should be some kind of scheme where it would be possible "to place displaced members of staff on a 'temporary unattached register' directly employed by the university pending the offer to them of employment elsewhere in the university."

"Chelsea is highly regarded in some areas - for example science education,

Grants rise, plan to end shortage

by Patricia Santinelli

A radical proposal to offset teacher shortages by raising the grant students taking the Postgraduate Certificate of Education to the level which graduates would obtain in their first jobs has been recommended to the Government.

The recommendation is made jointly by the Institute of Physics and the Royal Society in a report on the shortage of physics teachers. It has been forwarded to the Secretary of State for Education, MPs and Institutions of Higher Education.

The two bodies say: "We see the changes, which could be accompanied by a requirement to take for a specified period, as primarily an incentive for graduates to become teachers of shortage subjects. We would wish to comment on their application to all disciplines."

If such changes were made a reason for a training waiver for shortage subjects, which the Government plans to introduce in 1982, could disappear, the report says.

The bodies also comment on the waiver of the requirement for mathematics graduates to undertake a teacher training course. They believe that if initial training were obligatory would considerably reduce the numbers who leave the profession after taking up teaching.

These changes have taken place, a campaign to step up the recruitment of physics teachers would gain the whole-hearted support. But if the changes are not made, it would be everything to encourage more physics graduates to go into teaching.

The report recommends that attention should be given to recruit teachers as mature graduates, among those who become redundant particularly in colleges of education, industry and Government service.

It suggests that the DES and another appropriate authority should set up machinery to monitor the success of re-training schemes by following the careers of trainees for a number of years and publish results with delay.

The DES is urged to continue to develop its annual shortage survey by breaking the shortages in science into more detailed categories. The report also recommends two studies.

One would be to investigate administrative and other problems involved in proposals to enhance the pay of teachers of shortage subjects, by special allowances, differential scales or any other means.

The second is an interdisciplinary inquiry to look into the problems of supply of teachers of junior science and general science in lower forms caused by the reduction participation of colleges of education in training physics teachers.

New post for MacCabe

Dr Colin MacCabe, the Cambridge don who figured in a highly charged academic dispute within the English faculty over the teaching of structuralism, has accepted the post of professor of English studies at Strathclyde University, Glasgow.

Dr MacCabe, 31, a fellow of King's College Cambridge, will become the town's youngest English professor when he takes up his post in October. He succeeds Professor I. F. Clarke who is retiring.

Professor Alan Sandison, head of Strathclyde's English department, described Dr MacCabe as a highly impressive man with an outstanding record in teaching and research.

"He is clearly one of the ablest men of his generation, and he will be a great asset to our university," Professor Sandison said. Dr MacCabe's income will rise from about £7,000 to £15,750.

Dr MacCabe came to public notice after a Cambridge appointments committee decided not to promote him to a full-time university post, provoking colleagues to claim his appointment was blocked by opponents of structuralism.

A special sub-committee of the Cambridge general board of faculties is meeting regularly to discuss the dispute within the English faculty.

Part-timers' dispute may go to mediation

by David Jobbins

An outsider may be called in to mediate in the dispute over a key section of last year's agreement on *pro rata* salaries for part-time lecturers.

This issue is whether part-timers who work at more than one college should have their hours aggregated when determining whether they qualify for associate lecturer status from September 1 operation of the agreement.

The suggestion of a mediator came at the end of more than seven hours' talks at the offices of the Advisory, Conciliation and Arbitration Service this week. Efforts to find a compromise failed with union officials accusing the management side of intransigence.

The executive of the National Association of Teachers in Further and Higher Education will consider the recommendation from its negotiators this weekend - and may decide to requisition a meeting of the Burnham further education committee to ensure that a solution is found well before September 1.

Both sides favour mediation, because unlike arbitration the findings are not binding. But union officials are angry that the management side was not even prepared to say it would recommend the idea to its full Burnham panel when it eventually meets.

The teachers' side wants the whole exercise to be completed by mid-July, but the timing may lag because of the difficulties in getting the management panel together.

No meeting is scheduled and Mr Derek Weisel, Nafhe's negotiating secretary, said: "We would obviously have to bring some pressure to bear on

them, if necessary by requisitioning a Burnham meeting. It is absolutely crucial that this matter be cleared up in time - in fact it is getting out of time for the September 1 operation of the agreement."

September 1, it is subversion of the agreement by the management panel. Management and union officials will meet next week to review developments.

Charlotte Barry writes: Part-time tutors employed by the Workers' Educational Association have launched a campaign demanding national minimum rates of pay.

The tutors, who remain the only major part-time teaching group not covered by a national agreement, are paid according to rates which vary substantially between the WEA's 21 regional districts.

Many of them are trade union studies tutors who are employed on 10 week contracts and have no other source of income. Their annual salary for a 15-hour teaching week averages £2,700 - less than half that of a full-time WEA tutor/organizer.

They receive no allowances for preparation, travelling, or administration; no sick pay; no holiday entitlement; and no maternity rights.

They are the only group of WEA employees unable to negotiate their terms and conditions through union representatives. The WEA districts have vehemently opposed the recognition claim put forward by the Association of Scientific, Technical and Managerial Staff, which already represents the association full-time workers.

It is my duty to return, says Tomin

by Paul Flather

Dr Julius Tomin, the Czech scholar, this week denied he was an enemy of the Czech regime and said he still considered himself a citizen of the country and planned on day to return.

Last week he and his wife were effectively deprived of their Czech citizenship nine months after emigrating to Britain with official permission on a five-year visitor's visa.

Dr Tomin, 42, said he knew what would happen during the 15 minutes he spent at the Czech embassy. "But still I was deeply shattered in the very basis of my being when it really happened," he said.

"I was born in Prague. I lived in Czechoslovakia for more than 40 years. I have never had an enemy of the regime. I simply tried to live a good life there. My conception of good life consisted in a life of learning."

"I am still a Czech citizen and I still want to return. It is my duty to return. I make no conditions and I know returning to Prague will never be returning to paradise. But Oxford has invested so much priceless learning in me and there are hardly any Greek reading scholars in Czechoslovakia. I must share this learning."

"I do not know if this is just my personal battle or whether it should concern all scholars. I absolutely cannot understand how they could have done this on the basis of this article."

In all his interviews Dr Tomin has been scrupulous in trying to avoid antagonizing the Czech authorities. But when he referred to Polish workers "pouring pride" into Czech workers he touched on a raw nerve.

One of the ways the Czech authorities subvert opponents of the regime is to give them hard manual jobs. This is seen as a way of "trapping" intellectuals, and discouraging them from anti-state activities.

Since arriving in Britain Dr Tomin has lectured extensively in universities and polytechnics on classical Greek scholars. Last month he gave the Vaughan Memorial lectures at Balliol on the cultural and political background of Plato's *Dialogues*.

His wife is writing a television documentary on Charter 77, and his two sons attend schools in Oxford. Dr Tomin is likely to seek British citizenship to allow him to travel.

Four-year BED courses in favour

by Patricia Santinelli

A recommendation that all BED courses should last four years is likely to emerge this autumn as a result of the deliberations by a Council for National Academic Awards special working party.

The group which held its first meeting this week set up under the chairmanship of Mr Derek Birley, director of Ulster Polytechnic, with a brief to report to the CNAA education committee on "the whole question of the future of the BED" by the end of 1981.

Members of the working party were presented with reports which indicate that most professional associations favour a four-year BED programme now prevalent in universities, but that some colleges fear such a change would worsen the current low recruitment to courses, as well as require Department of Education and Science approval.

Another paper to be presented at the next meeting will deal with the question of a change of title for the BED to a BA, although it is unlikely that any firm recommendations will emerge. Several arguments have been put forward, in particular by the Polytechnic Council for the Education of Teachers which believes that the BED is considered an inferior degree and that in the present employment situation the title is too restrictive.

But so far there is little evidence that this aspect is affecting recruitment or prospective employment of newly qualified teachers. A recent survey by Flumerton College, Cambridge, shows that most of their students obtained teaching posts or went on to alternative careers.

Because of this concentration on the practical aspects of the BED it is now not certain that the working party will be able to complete its brief by the end of the year. And to extend the working party's life would cost extra CNAA resources which are believed to be unavailable.

H-block reversal

About 400 students at Middlesex Polytechnic last week overwhelmingly reversed a decision to make the H-Block hunger strikers honorary members of the student union, and to send £1,000 to the terrorist Irish Republican Socialist Party.

Hygiene school considers its cuts

by Ngaio Crequer

The prestigious London School of Hygiene and Tropical Medicine is considering confidential proposals to reduce its staff by 20 per cent and close two key departments.

The school, part of the University of London which has pioneered research into the prevention of tropical diseases, has to save £500,000. A confidential memorandum presented to the School Council has proposed the closure of the department of clinical medicine and the department of preventative teratology, famous for its work on spina bifida.

The paper argues that the staff of about 260 will need to be reduced by a fifth, by natural wastage, early retirement and redundancy. Three more departments, vector diseases, entomology and helminthology and protozoology should be amalgamated.

Since the proposals were made, the heads of department, who were invited to make alternative proposals, have suggested less drastic proposals and a working party is also trying to find other ways of making the saving. It is hoped that these other proposals which will be put to the board of management on June 17, will be acceptable.

A spokesman for the Association of University Teachers said this week that the Advisory, Conciliation and Arbitration Service had been called in to settle a dispute about union recognition at the London University Institute of Orthopaedics.

The institute is proposing to make 12 staff redundant and end its research in biochemistry because of a 20 per cent cut in its income.

The AUT claims nearly 100 per cent membership at the institute but it is not formally recognized and says it has asked ACAS to intervene under the terms of the Employment Protection Act. A spokesman for the institute denied this week that ACAS was involved.

The AUT also claims that the redundancy proposals and other economy measures have been withdrawn to allow the Royal National Orthopaedic Hospital to review the pathology services the institute provides. This would be with a view towards the hospital undertaking a greater financial responsibility for the work.

But an institute spokesman said this week that this was not the case and the proposals still stood.



Win some, lose some

A last-minute appeal to Trafford education authority to withdraw redundancy notices to seven lecturers was being made late this week in an attempt to avert a four-day strike next week.

Four of the lecturers were given notice last year as a result of Trafford's overseas student fees policy. The remaining three, however, have been given only three months' notice, and the National Association of Teachers in Further and Higher Education says this is in breach of the "status quo" agreement reached on redundancy procedures earlier this year in the national joint council.

The strike is likely to be at North Trafford College, where the seven redundancies are concentrated. But 240 Nafhe members at both colleges were being balloted this week and the Committee to do its worst.

Any thoughts of rationalization plans, redundancy schemes or Government cutbacks appeared to have vanished with a first dividend win on Littlewoods Pools.

But this week came the rub. The 10-don syndicate from the University's school of education collected only £1,300 and have now announced that they will not turn their backs on the senior common room vomit yet.

Neither can it be reported that scientific analysis and academic ingenuity has finally secured its most tangible reward. The secret of success lay, not in freelance computer programming, but in an old-fashioned mix of birthdays, extension numbers and ages.

But now the syndicate have tasted success, they intend to persevere. The win may not have provided a hedge against the vagaries of UGC policy but it should provide free gambling for a decade.

Principal teachers were enthusiastic about helping the education of their student teachers, but were unclear about what their role should be. The committee reports, adding that many of these teachers were dissatisfied over

Withdraw redundancies or face strike, says union

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Millionaire misses opening

Robinson College, Cambridge, was formally opened by the Queen last week even though its benefactor, Mr David Robinson, who made his fortune from television rentals and race-horses, was "not up to the occasion" and did not attend.

Mr Robinson, often described as a shy millionaire, did however announce a gift of an extra £1m to add to the £17m he has already donated.

The gift will yield an income of £150,000 a year for scholarships for overseas and mature students, among others.

The money is conditional on Robinson acquiring full university status, expected in the next few years after the college statutes have been formally completed and submitted for approval by the Privy Council.

Students were first admitted in 1977, although workmen only finally left the site off Harschel Road last Easter when work on the library was finished. There are now 190 students, a number the college aims to increase to about 350.

Professor Charles Brink, chairman of the college trustees is pictured here talking to the Queen last week.



College liaison under fire

The links between Dundee and Aberdeen education colleges and their area schools have been criticised by the General Teaching Council of Scotland.

The council's visitation committee has reported that principal teachers in Tayside region told them that liaison arrangements between Dundee College and schools were non-existent except on a personal level.

"Even in these cases, however, the principal teachers did not feel that much progress had been made in achieving an understanding between college and school of the aims of the teaching practices," says the report.

Principal teachers were enthusiastic about helping the education of their student teachers, but were unclear about what their role should be. The committee reports, adding that many of these teachers were dissatisfied over

the lack of discussion or consultation by visiting college tutors.

Members of the committee say they were surprised to find no rogent system in Tayside region, and the report says the local authority will have to play its part in establishing such a system as well as making meetings between principal teachers and college departments easier to arrange.

Aberdeen has obviously made considerable efforts to build up a good relationship with the schools, says the committee, but a few departments seemed convinced that they alone could make the decisions and that reports from the schools had very little importance.

Many probationer teachers had told the committee that they found teachers more helpful than lecturers, who they felt were interested only in theory.

Brosan lets go of the reins

by David Jobbins

The burly, abrasive but jovial director of North East London Polytechnic, Dr George Brosan, astonished the academic world this week by announcing his resignation.

Dr Brosan, who has headed NELP since it was established in September 1970, wants to make way for a younger man with a different management style.

His decision follows two years of personal setbacks. NELP has twice narrowly avoided compulsory redundancies and Dr Brosan's proposals to shed many of the polytechnic's non-vocational courses have been thwarted.

Despite his assurances that "there is no great clash with the governing body or the unions," his resignation letter admits that the polytechnic is "going through a rough in its fortunes" and that there are "inevitable strains."

Part of the letter, to chairman of the governors Councillor Arthur Edwards, reads:

"It is relatively easy to see the pattern of the next few years. There will be a double of years more cuts; then some stability; and then the polytechnic will start to grow again, albeit in a different form from its pattern of two years ago. We have both been through this kind of experience before and I am sure it would be possible to go through it again."

"There is also the problem of a further Council for National Academic Awards quinquennial visit to take place probably in 1985. While I am confident

that I am able to deal with the ride down the trough and up to the quinquennial on the other side, I would by that time be in my middle 60s and only a year off compulsory retirement. The job, I think, could be better done by a younger man who would be able to benefit for some years thereafter from his efforts. . . . Indeed NELP would now in my view benefit from a change of style. . . ."

He said this week: "I shall be 60 in August and wish to retire. Sixty is a respectable retirement age and I am respectfully retiring."

Although he will not officially sever his connexion with NELP until August 1982, he is taking two years' leave of absence from January.

There was widespread surprise at Dr Brosan's decision, which had however been expected in certain quarters following the setbacks of the past two years. Union officials were genuinely regretful at losing a worthy adversary who they regard as one of the few real characters left in public sector higher education.

Dr Brosan is one of the remaining first generation of polytechnic directors.

One senior local official said: "They broke the mould after they made George." Another added: "At least you knew where the power centre was. It is a case of what you want at the head of an institution. Give me a man like George any day rather than a dreadful, characterless, faceless bureaucrat."



Huddersfield just in time

by Paul Flather

Huddersfield Polytechnic jumped the first hurdle set by the Council for National Academic Awards for continued institutional approval when a complete budget appraisal arrived at the CNAA offices just days before the deadline set for June 1.

The details are now being examined by CNAA officers and a firm decision on the future status of the polytechnic is expected at a meeting of the council's committee for institutions next week.

The budget appraisal was demanded by the CNAA after a visiting team found the polytechnic was riddled with "serious mistrust, disunity and backbiting" and even threatened to withdraw approval from Huddersfield at once.

Two weeks ago a CNAA team made another visit to Huddersfield and spent a number of hours talking with student union representatives. Dr Edwin Kay, chief officer of the CNAA, said the role played by students in the Huddersfield affair had been "wholly constructive."

Meanwhile Sir Frank Layfield, who has been conducting an independent inquiry into allegations of financial mismanagement at the polytechnic, was also visiting the polytechnic this week.

So far no formal comment has been made on the inquiry, which is expected to report on two controversial audit reports on the polytechnic by officers of Kirklees, the local education authority.

Jobless are ILEA headache

The "appalling" level of youth unemployment is the Inner London Education Authority's most immediate concern, its new leader announced this week.

Speaking at a press conference, Mr Bryn Davies said that up to 20,000 school leavers could be out of work in inner London by the end of the academic year.

The number of young people out of work in inner London had more than doubled in the last year and the number of school leavers had gone up by two and a half times. Mr Davies pledged to develop "with all

Technology 'crises' at RCA

by Paul Flather

The Royal College of Art, one of Europe's premier art colleges, faces a series of crises in the future as it adapts to "new fangled" technology and computers. Professor Lionel March, its new director, warned this week.

Professor March, who formally takes over in September, writes in an article published this week: "The future of the RCA has recently been a public issue. Things can't go just as they are."

Among reforms planned by Professor March, currently professor of design in the faculty of technology at the Open University, are the establishment of a new Advanced Institute of Design to promote increased academic research in design.

The key to Professor March's plans is a long-standing commitment to new

technology and computer aided design. At the OU he built up the computer facilities, brought in a new systems design course and increased research funds from industry and he plans to repeat this at the RCA.

"I believe we may have to leap across a middle group of academics who have come up from the old schools and can't really see what this new-fangled stuff is all about," he writes in an article in *Designer* magazine.

"There may be a certain fear of the new knowledge and a doubt by some about their ability to acquire it. I believe that what we have to do is to bring in the people who know what this new world is about, who understand the possibilities."

Professor March's plans add a new ingredient to the affairs of the RCA, which has been rocked in recent

months by public pressure from the Government to put its house in order, and by shock resignations by members of its council.

But Professor March's statement, in particular that the RCA should copy the Cranfield Institute of Technology in pressing for more funds from industry and more contact with industry, will come as sweet music to Dr Rhodes Boyson, the under-secretary for higher education.

Dr Boyson has warned the RCA that it could lose some of its £4.5m annual recurrent grant if it did not do more to meet the needs of British industry as required in its Charter and Dr Boyson has held up Cranfield as an example of how much a single institution can achieve. Cranfield earns about 60 per cent of its income from research; the RCA earns hardly any.

Economies at Hatfield

A package of stringent economies agreed last week has allowed Hatfield Polytechnic to escape this year without making any compulsory redundancies among academic staff.

Finance officers of Hertfordshire County Council last week approved cuts totalling £900,000 from Hatfield's 1981-82 budget including provision for 26 academic staff to take early retirement.

Sir Norman Lindop, director of the polytechnic, said: "We have got over this hurdle this year. But we only just scraped through. I do not know how we will manage more cuts next year if that is the position."

The full package of cuts includes reducing the number of research assistants at Hatfield from 27 to 20; increasing the fees for short and sandwich courses; cutting overheads and maintenance; and planning to reduce some specialist course options.

At one stage this year Hatfield was

told by the local education authority to reduce academic staff by 40, and the National Association of Teachers in Further and Higher Education staged a half-day strike against predicted compulsory redundancies.

Mr Paul Turner, Hatfield branch secretary, said the union had reluctantly consented to the latest package. "Obviously we are not happy, but there are no compulsory redundancies and we plan no further action on the matter."

The worst-hit department will be engineering, which will lose 14 staff through early retirement by next September. All sides have expressed grave concern at the effects on engineering, but the polytechnic has opted not to accept the staff cuts.

Long-term plans to investigate merging certain courses at Hatfield with those at the Hertfordshire College of Higher Education are still on the table.

Natfhe's pay stance attacked

by David Jobbins

The main college lecturers' union has come under fire from its non-TUC rival for abandoning the principle of pay comparability between the universities and the polytechnics.

The Association of Polytechnic Teachers says that last week's decision on salary policy for 1982 by the National Association of Teachers in Further and Higher Education is a further declaration of "a wish to increase the gap between polytechnic and university pay."

Its annual council passed an emergency resolution noting "with dismay" Natfhe's intention to seek a £x + y per cent claim next year, and drew attention to its "detrimental effect" on polytechnic students and staff.

The formula adopted by Natfhe was designed to ensure the maximum possible unity in the face of competing demands within the union over how any award should be distributed. A left-wing move for a flat-rate rise to help lower paid lecturers was defeated when the executive warned it could aid APT recruitment.

It was a flat-rate policy in the 1970s which allowed APT

to exploit the discontent of polytechnic staff who felt their interests were being overlooked.

Mr Hugh Mason (Portsmouth) told the APT council the decision highlighted the need for separate pay bargaining for higher education staff. The 3,000-member association's national secretary, Dr Tony Poynton, said: "We are opposed to a trade union representing people in polytechnics which takes as its stand that the money available should be distributed away from higher towards further education."

Natfhe reacted with some surprise to the APT attack. It said that the resolution containing the compromise referred specifically to the need to maintain external relationships.

The union's assistant secretary for salaries, Mr Keith Scribbins, said: "APT must be mind readers if they are able to make this kind of statement now when the size of the claim and the relationship between the flat rate and percent elements of it will not be determined until the autumn."

Leader, back page

Olga Wojtas reports from the Scottish National Party's conference in Aberdeen

Youth scheme proposed

The Scottish National Party's conference in Aberdeen called for a national youth apprenticeship scheme for young Scots.

A resolution from the SNP's industrial policy committee, passed unanimously, stated that while imaginative and constructive use had been made of the Youth Opportunities Programme and similar schemes, there were too many instances of young people being exploited as subsidised labour, not being given the chance to acquire skills which would enhance their prospects of employment, and having to return to the dole queue after completing the schemes.

The SNP also condemned "complacent governments" who ignored young people who had jobs but lacked the opportunity either to make proper use of their abilities or to gain skills or experience for which there was a foreseeable demand.

But the motion warned that training places and vocational tertiary education must be closely linked to a national manpower plan. "Scotland cannot afford to train people for jobs which do not exist, or which will not exist, while simultaneously failing to provide training and tertiary education places for occupations which are in high demand for the future."

A national apprenticeship scheme in both the private and public sectors should be supplemented by additional apprenticeships on broad-based training schemes run by district training councils for occupations where a shortage of skilled labour was anticipated.

YOP should be replaced by a scheme which did not release young people after a fixed length of time, but aimed to place them in a suitable permanent job after a short or long period as was necessary.

A delegate added that particular attention had to be paid to the 19-24 age group, who were no longer seen as the young unemployed.

"There is not the slightest chance that a pick-up in the economy will allow young people who have suffered unemployment for a long time to find jobs. It will help only two types of people: those who have a substantial work record and skill and those who are immediate school leavers."

Professor over-ruled on protests

An Edinburgh University law professor was heckled by delegates when he tried to dissuade conference from a policy of civil disobedience to improve the status of Gaelic.

The Federation of Student Nationalists had proposed a motion that following the success of the Welsh Language Society, similar methods should be adopted to obtain greater coverage and use of Gaelic in Scotland.

Professor Neil MacCormick said: "I'm against the excessive readiness of the party to go in shouting civil disobedience on any occasion. Civil disobedience is justified in cases where a wrong is being done which there is no democratic means of rectifying."

This was greeted by shouts of protest from delegates that the Gaelic Bill proposed earlier this year by SNP MP Mr Donald Stewart had failed to get through Parliament.

"If we say we've exhausted the democratic process, we're implying that we accept we're not going to win elections," replied Professor MacCormick. "I think that's a disastrous mistake."

The motion, carried by an overwhelming majority, came days after the reinstatement of the director and research assistant of Scotland's only Gaelic college. They had been suspended when they revealed they were members of a Gaelic action group claiming responsibility for defacing English road signs in several areas of Scotland.

Mr Ian Taylor, director of the Skye College, said some of the trustees had "panicked and over-reacted" when he and Mr Steaphan MacEachainn announced they were members of *Còras* (Justice). The group was set up after the failure of Donald Stewart's Gaelic Bill.

Mr Taylor and Mr MacEachainn have denied personally defacing the signs.

The trustees decision to reinstate them came the day after a meeting of Scotland's leading Gaelic pressure group, An Comunn Gaidhealach which voted by 28 to six against the suspension. Mr Taylor and Mr MacEachainn are now expected to be prosecuted after refusing to fill in a census form as it was in English only.

College snobbery criticised

A delegate criticized the "educational snobbery" in threatened colleges of education where people fighting hard to keep them open took a different view when asked to share them.

Mr Danny Hood was proposing an amendment to the motion that all ten of Scotland's education colleges should be retained and developed, adding that this should apply to all other institutions in the tertiary sector.

"Another area of tertiary education which is largely unused and unreported is the colleges of further education, which turn out craftsmen and middle managers, the backbone of our nation, and yet staff work in cramped conditions for low pay," said Mr Hood.

Further education colleges were overflowing with students in areas where colleges of education were to be closed, and yet "those who advocate comprehensive schools do not advocate comprehensive colleges."

The great weakness of the education colleges, said Mr Hood, was that they did nothing but train teachers, and he hoped that moves towards an all-graduate primary teaching profession would be successful, allowing teachers to take their degrees at universities, not in the "cloistered atmosphere of the college."

The motion and amendment were carried unanimously.

Universities 'left with a mess'

The Scottish universities had acted during the referendum on devolution as morally bankrupt and intellectually myopic people who had sold Scotland for a mess of pottage and were now left with a mess, Mr Gordon Murray told conference.

Mr Murray was proposing an amendment to a student nationalist motion condemning university cuts that the Scottish university establishments should have it pointed out to them that "their lack of faith in the Scottish people and their failure to appreciate the economic facts of life led largely to their present unfortunate position."

Many Nationalists have not forgiven the Scottish universities for deciding to remain under the regis of the University Grants Committee should there be

devolution. But Mr Alex Walker rejected the amendment as being very unhelpful. There were many people in Scottish universities who supported nationalist ideals, and much of the research into the oil industry, and development of Scottish art and literature came from the Scottish universities.

"They know they've gone wrong, but I don't think anybody likes being told they're wrong. Instead, we should extend the hand of sympathy."

The amendment fell, but the motion calling for a united national campaign by staff and student organizations to defend the independence, academic integrity and international reputation of the Scottish universities was carried unanimously.

Technicians needed, says Plessey

by John O'Leary

Industry needs more technicians and fewer graduates, the personnel director of one of Britain's largest companies has warned.

Mr Barry Welch, in a speech released this week by Plessey Limited, criticized present recruitment policies for causing disenchantment and poor motivation among over-qualified workers.

"Many of us probably ought to scale down our university intakes," he told a seminar on the relationship between education and employment. "We have taken too many young graduates at once in the past, and suffered too high turnover in the early years because they have often been poorly selected and inadequately assimilated."

"The idea has become established that only graduates have brains and that in professional areas the basic jobs all need graduates. This is very unlikely. In many technological areas we need more technicians and less graduates to provide a better match with the pattern of tasks."

Mr Welch said that technician training had fallen away drastically in the face of industry's penchant for academic training.

"To recruit people over-qualified for a job is precisely the wrong approach to our long-term efficiency. Tempting as it may be in the present labour market, it can only generate disappointment to individuals and result in poor motivation and efficiency through the system."

For those graduates who are recruited, career development and salary progress needed to be placed on a more individual basis, Mr Welch said. Plessey, for example, was redressing its scale of rewards in favour of scientists and technologists, who provided its principal wealth.

He also called for engineering education so as to minimize the period of induction needed for "green" graduates entering industry. Such courses would require industrial sponsorship, with selection at taking over from the existing "milk round" of student interviews.



Dr Rhodes Boyson, Under-Secretary for Higher Education, took the increasingly rare opportunity to visit an expanding institution when he went to Nene College, Northampton. The college will shortly open a new management education centre, financed by industry, as was a computer controlled lathe which Dr Boyson saw in the electronics section. Pictured (from left to right) are Dr Eric Ogilvie, Nene's director, Mr G. Schofield, Mr David George, dean of sciences, Dr Boyson, Mr D. Walmsley and Mr Michael Morris MP.

YOP review urged

An early review of the status and quality of work undertaken within the Youth Opportunities Programme in colleges of further education is advocated in a new guide to YOP for local authorities published this week.

The guide, prepared and published jointly by the Association of Metropolitan Authorities and the Manpower Services Commission, stresses that an earlier YOP survey in the West Midlands pointed strongly to the need for such an exercise. It recommended the formation of an academic board working party and a curriculum and staff development group for the 16-18s as well as avoiding excessive use of part time staff.

Local authorities are also advised to review styles of provision in order to remove what are often "artificial" distinctions between education and training and enhance the use of both the working environment and classroom as effective learning resources.

The document reminds local education authorities that unemployment is an all year round problem and that vacations cause a fragmentation of

experience and learning. This it points out could be overcome by careful and coordinated planning of further education provision as well as recourse to the national collective agreement on the extended college year.

The guide recommends greater vigilance to ensure that the curricula of YOP schemes match the needs of individual trainees and fully reflects the changes taking place in industry and the introduction of new technology. Moreover it points out that the increasing scale of YOP provision in colleges renders the need of adequate in-service training imperative.

The new publication in addition describes courses, their structures, content and management, funding of projects, workshops and other activities, allowances for young people, fees for education and training and capital grants to i.e.s.

The Youth Opportunities Programme and the Local Education Authority, available free from the MSC, Selkirk House, 166 High Holborn, London WC1 or from the AMA, 36 Old Queen Street, London SW1.

Information courses safe says Baker

Information technology courses in higher and further education are likely to be safeguarded from cuts affecting other provision, Mr Kenneth Baker, the Minister for Information Technology said last week.

Mr Baker, who was launching an £80m campaign designed to promote awareness and use of information technology generally over the next four years, did not explain how this would be achieved, but he said:

"I have asked the Computer Study Association to undertake a study and it is compiling a 'doomsday' list of the variety of provision in universities, polytechnics and colleges as to what is available and must be maintained. I hope to have results in six weeks time."

He added that some of the £80m being set aside during 1981-85 to support the development of new products and processes in the information technology field could be directed to universities. Some funding was already made towards communications projects.

Mr Baker also announced that the Government's Microelectronics Programme for Schools would soon be expected to cover further and higher education as it had been such a success. Definite proposals would be made during the year.

As part of the campaign, 1982 has been designated as Information Technology year. During that period there will be a programme of national and regional exhibitions, conferences and seminars culminating in a major international conference in December.

This will form part of the Government's continuing strategy to promote a wider appreciation in industry and amongst the public of the opportunities offered by the new science which will affect all aspects of work, leisure education and everyday life, said Mr Baker.

Adult teaching report 'too timid'

by Charlotte Barry

The advisory body for adult education was accused this week of providing local authorities with the ammunition to make additional cuts.

The adult teaching union criticized the Advisory Council for Adult and Continuing Education for implying that the adult education service should be able to get more out of even fewer resources.

Responding to ACACE's latest report, the Association of Adult and Continuing Education said: "We feel that ACACE does not argue sufficiently strongly for the maintenance of a viable and professional service and by not doing so gives ammunition to politicians and i.e.s. to make even more stringent cuts."

The union agreed with the ACACE recommendation that the Government should strengthen the terms of the 1944 Education Act. This would make local authorities provide reasonable opportunities and resources for adult education, it said.

It expressed disappointment that the report *Protecting The Future For Adult Education*, recommended only one full-time adult education worker for every 30,000 adults in the population. This went no way towards meeting the Russell report recommendation of five or six full-time staff for every 50,000 adults which the union had always strenuously considered inadequate.

ACACE was also concerned about the council's apparent acceptance of the "abuse" of the flexibility that part-time workers offered to their employers. "The idea that part-time teachers work for pin money is a mistake and one too easily believed by certain politicians," it said.

It criticized the report for saying that voluntary agencies, commercial organizations and even schools and colleges should provide adult education for the better-off sectors of society at higher charges than the i.e.s. service.

Number of jobless graduates doubles

The number of jobless graduates doubled last year, Dr Bernard Kingston, director of Sheffield University careers advisory service, says in his annual report for 1979-80.

"Given the national and world economic crises, the situation is unlikely to change for some time to come," he says. "Inevitably limits will be imposed on recruitment, and the level of competition facing many jobs applicants will increase in intensity."

Some students still failed to realize the importance of good presentation of themselves, their ideas, of extracurricular activities and of preparedness of selection and competition.

"Where they to attempt finals with the same level of preparation as shown at recruitment interviews, the poor results would soon give rise to serious concern throughout the university."

Support grows for national body

The Association of Polytechnic Teachers has re-emphasized its support for a national body to govern higher education - so long as there is "meaningful" co-ordination across the binary divide between the universities and the public sector.

Its national council was galvanized in support of the proposals after hearing from Dr Ray Rickett, the chairman of the Committee of Directors of Polytechnics and director of Middlesex Polytechnic, of the concern that the public sector would share the same cuts as the universities over the next two years.

"The polytechnics have always felt the lack of parity of resources to be one of the difficulties in trying to deal with our financial problems," Dr Rickett said.

If the polytechnics also suffered an 8.5 per cent cut for 1982-83 and 1983-84, it would not mean parity but the same percentage reduction from two very different bases.

"This would be serious enough if one was only talking about injustice. What is more important is that 90 per cent of our students are on courses directly related to industry, commerce and the professions."

Dr Tony Poynton, the APT's national secretary, welcomed the national body proposals: "It will take away from certain areas of the education service the right to ride on the polytechnics' coat tails to higher salaries."

But there was dissent from Mr Anthony Scott (Thames Polytechnic). University staff were now under a more serious threat than polytechnic and college lecturers.

"The reason is the Government is prepared to intervene directly through the University Grants Committee in the running of the universities and their finances." In the present scheme the local authorities acted as a "possible buffer".

Mrs Flether Egging, the retiring chairman, emphasized that reorganiza-

Heythrop names stand-in

The governors of Heythrop College, part of the University of London, have appointed an acting principal on limited tenure because of continued uncertainty about the college's future.

The governing body has already set up a working party to explore the nature and the methods of financing the college, which faces bankruptcy unless it can make major savings.

The Rev Francis Xavier Walker, currently vice principal, becomes acting principal from October until such time as, in the governors' judgment, the future of the college is assured," a spokesman said.

He will take over from the Rev Dr John Mahoney, whose five year principalship ended in September. Dr Mahoney will take a sabbatical year and then return to the full-time teaching staff of the college.

Heythrop is a theological college in the centre of London, mainly subsidized by the English province of the Society of Jesus.

The majority of staff, as Jesuits, covenant back their salaries to the college. Earlier this year, as a means of making savings, the college considered a plan to make non-Jesuit staff redundant so that all staff would then be on service contracts, but this was beyond the terms of Heythrop statutes and was resisted by the Association of University Teachers.

Heythrop invited members of staff to renegotiate their contracts and two academics accepted and will be leaving at the end of term. Others declined the offer.

Study of young jobless groups

Major policy decisions on the education and employment of young people from minority ethnic groups are likely to result from a new Government-funded study by Keele University.

The three-year project, is being carried out by the university's education department with a grant of £126,000 from the Department of Education and Science.



Staff at the University of Manchester Institute of Science and Technology prepare for a new course designed to keep managers and scientists in industry and the professions abreast of the latest technological developments. A programme of 166 modular courses will lead to a part-time MSc taking up no more than one day a week for as long as the student desires. The picture shows Professor Gordon Kirkbright, head of the new department formed to put on the course, with a research student.

NUS to test rent law in court

by Paul Flather

Students are determined to take local authorities to court, if necessary, to press their right to rent allowances under the 1980 Housing Act which became law in April.

The National Union of Students this week launched a national campaign urging 320,000 members who pay more than £13 a week for living in hostels and "digs" to claim rent allowances under the Act.

The terms of the Act have never been tested, but after taking legal advice the NUS is convinced that students are eligible for allowances of £2 to £4 a week. This could cost local authorities about £20m extra a year.

The Department of Environment, however, is advising authorities that most students would not be eligible for allowances. A spokesman said there was confusion about the definition of a "hostel", about different local circumstances, and about separating out the board and lodging elements in a student grant.

The first test is likely to come in Sheffield, where the city council after

advice from the DoE decided not to consider student claims for allowances. These claims have now gone to appeal and the NUS said it would support the case to the High Court.

Mr David Aaronovitch, NUS president, said: "Students have as much right as anybody else on low income to claim rent allowances. If necessary we will go to court to establish a precedent."

The London Borough of Greenwich, however, has already conceded the principle and has advertised the rent allowances on noticeboards at Thames Polytechnic and Avery Hill College.

The NUS is keen to exploit any loopholes left in the Housing Act because it expects average college rents to be about £15 a week from the autumn. The student grant however includes a rent element of £11.80.

Brighton and Portsmouth polytechnics, for example, have already announced charges of £15 a week for a room next term - increases of more than 20 per cent on current charges. At Goldsmith's College, London, room rents will rise by 25 per cent to £20.40.

North American news

Professors fight creation Bill

from Clive Cookson

WASHINGTON
The American Association of University Professors has joined the battle against the growing fundamentalist Christian campaign to force schools to teach "creation-science" alongside evolution.

AAUP leaders have testified before the state legislature in Louisiana against a Bill that would require public elementary and secondary schools to give "balanced treatment" to creation-science if they teach evolution. The Bill is modelled on a law passed by the Arkansas legislature in March - the only one enacted so far - which is currently being challenged in court by various non-fundamentalist religious and civil liberties groups as a violation of the US Constitution's separation of church and state.

Because legislation of this type applies directly only to elementary and secondary education, and because the creationists had not actually pushed through a Bill until their recent success in Arkansas, higher education associations and university scientists have been reluctant to get involved in the controversy, at least at the national level. Last year Wayne Moyer, executive director of the National Association of Biology Teachers, lamented the universities' failure to take seriously "this effort to introduce theology masquerading as science into the classroom."

The AAUP has now stepped into the struggle partly in its traditional role as the chief defender of academic freedom in the United States, which it extends to school teachers. In his testimony to the Louisiana legislature, Henry Yost, AAUP president, said legislation requiring schools to teach a particular view of the origins of life "would reduce the academic freedom of Louisiana teachers to a vanishing point."

But the association was more worried about the indirect effects of the bill on higher education. Colleges and universities would be affected first in their role as training institutions for school teachers. As state Senator Bill Keith, sponsor of the Louisiana "balanced treatment" legislation, acknowledged in an interview, universities would have to help school boards prepare teachers to teach creation-science.

Professor Nicholas Canaday, who is president of the faculty senate at Louisiana State University (LSU) and a leader of the AAUP fight against Senator Keith's Bill, said that in the short term the required training could probably be done on an informal, voluntary basis by summer workshops and inservice seminars at colleges of education. But, in the long run, creationism would have to be part of the teacher training curriculum.

Dr Yost, biology professor at Amherst College, said the vast majority of faculty members required to teach creation-science would then "face repugnant choices. If they provide instruction in a religious explanation of evolution, they will offend their



obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. They will offend their obligation to hold before students the best scholarly standards," he said.

"On the other hand," Professor Yost continued, "if they refuse to teach creation-science, they will presumably be subject to some institutional sanction, conceivably dismissal itself, for failure to perform required professional duties." In addition, he said, the Louisiana legislature "would seriously impair the soundness of scientific education preparatory for college study."

Very similar Bills have been introduced in about 15 other state legislatures. Though few stand a real chance of enactment the prospects of the Keith Bill suffered last week when the senate education committee changed its language from "shall" to "may" - making its provisions voluntary rather than mandatory.

But Senator Keith may yet persuade the Louisiana House of Representatives to restore the Bill's compulsory character. "So the battle isn't over yet," Professor Canaday said immediately after the senate education committee vote. "What happened today was good in the sense that the committee effectively gutted the Bill. The bad thing is that even when it reads 'may' all the way through, the state is still officially defining creation-science."

Apart from the direct effects of the legislation on teaching and the curriculum, academics in Louisiana are concerned about the damage to the state's intellectual reputation. "Our recruiting here is bad enough," said Professor Canaday. The one thing we don't need to launch ourselves into is something like this that gets us a lot of national attention. We still haven't completely recovered from the bad reputation we gained during the 1960s because of the racial situation."

In Arkansas, the Act requiring schools to give equal time to creation and evolution rushed through the

legislature so fast that opponents had no time to mobilize against it. Many legislators who voted for it were dismayed but said the fundamentalist pressures in that Bible-belt state were so strong that they had no choice.

In a letter to the *Arkansas Gazette*, Dr Henry Robinson, then president of the Arkansas Academy of Science, said he knew nothing about the Bill until he was told that Arkansas had passed it. He said he was "shocked" and "appalled" by the move. He said he was "shocked" and "appalled" by the move. He said he was "shocked" and "appalled" by the move.

But, if the Arkansas Act is going to be rescinded, it is much more likely to be struck down by a federal court as unconstitutional than to be repealed by the legislature - an action that many constituents would interpret as a vote against God.

The legislation was written very carefully to avoid all explicit references to religion. "Creation-science" and "evolution-science" are described as two alternative scientific theories, each supported by some scientific evidence. But the creation model bears such a close resemblance to the Old Testament, even though all references to God have been removed, and it is supported by so few reputable scientists that lawyers for the American Civil Liberties Union believe they will be able to persuade courts that the law is tantamount to unconstitutional establishment of religion.

The intellectual centre of the creationist movement is San Diego, California, home of the Institute for Creation Research, the Creation-Science Research Center and Creation-Life Publishers - all run by fundamentalist Christians. They stand to make a fortune out of the Arkansas law and any clones passed in Louisiana.

Institute caught in budget cut crossfire

Educational research has been out of favour with American politicians for some time. Congress began trimming back the National Institute of Education (NIE) well before members were gripped by general budget-cutting fever.

The budget of the NIE, the main federal agency supporting educational research and development, reached a peak of \$83m in 1979. Last year Congress appropriated \$74m for the fiscal year 1981, and President Reagan's 1982 budget includes \$61m for the institute.

That would be a cut of 18 per cent. It has not exactly provoked joyful celebration at NIE but many educational researchers feel they got off lightly when they compare themselves to other social scientists whose federal funds were reduced much more severely (see *THE TIMES* May 1). The institute spends about 40 per cent of its budget on grants for educational R and D at colleges and universities, and another 40 per cent goes to other non-profit organizations, including eight regional educational laboratories supported by NIE.

Recent events in Congress have made NIE realize that it may have fewer friends there than in the Reagan administration. Both the Senate and House of Representatives have voted to rescind a substantial chunk of the money already appropriated for the institute for the fiscal year 1981, which ends on September 30. The Senate would cut the NIE appropriation by \$10m while the house wants to take off \$7m this year. The two chambers should agree on a compromise figure next week.

The administration, on the other hand, wants NIE to keep \$74m in 1981. Education Secretary Terrel Bell believes that, with the fiscal year more than half over, a significant recession would play havoc with the institute's activities.

But, in Congress, services to school children are a more popular, and more lobbied for, cause than educational research. So, when the appropriations committees had to make room in the 1981 budget for a supplemental appropriation to keep student financial aid afloat, they were prepared to sacrifice NIE so as not to have to make such a big cut in programmes like education for the handicapped.

The programme for economic recovery, in which President Reagan announced his first round of spending cuts in February, spoke dismissively of NIE: "The research and dissemination activities of NIE, while occasionally making valuable contributions to the theory and practice of education, are of relatively low priority given present budgetary conditions."

But that was the voice of the White House Office of Management and Budget. According to NIE staff, Secretary Bell and the other men chosen by Mr Reagan to run the Education Department are much more



Terrel Bell: pro NIE.

appreciative of the institute's work. "It's our position that research in education will play an important role in this administration," said acting NIE director Milton Goldberg. "and NIE will continue to represent the primary federal involvement in educational R and D."

Dr Goldberg took over from former NIE director Michael Timpane, a Carter appointee, who left in January. Last month Dr Timpane was named Dean of Columbia University Teachers College.

According to Dr Goldberg, the Reagan administration's plan to amalgamate federal support for elementary and secondary education into block grants to states and school districts will require a strong research base, provided by NIE, which its recipients can use to decide how to allocate the money.

Because its budget is shrinking, NIE is having to focus its resources more closely on high priority fields of educational research. Proposals that do not fit into one of those areas stand little chance of being funded. The priority areas include: ● Literacy and teaching of basic skills ● Testing - helping schools to make better use of tests ● Teacher education and inservice training - how to improve the performance of classroom teachers ● The funding of higher education ● Closing the gap between research and practice - how can research findings be disseminated and, if appropriate, implemented in schools? ● Educational technology - applying microelectronics in the classroom ● The "quality of education" issue - what do Americans mean when they complain about the deteriorating quality of public education? What should a high quality education include?

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Overseas news

Uproar at new Fraser proposals

from Geoff Maslin

MELBOURNE

Australian universities and colleges haven't seen such turmoil since the days of the Vietnam war. The joy of the street march and demonstration, and the exquisite pleasure to be derived from hurling rotten fruit at the prime minister have been rediscovered by a new generation of short-haired, smartly dressed students. What's so remarkable is that the reaction to government cuts to higher education - has been spontaneous, rather than calculated, and that academics have responded equally as strongly with walkouts and protest meetings.

The government's attack on education came as a result of a committee of review of Commonwealth functions, a committee whose bloodthirsty intent led it to become known as 'the razor gang.' Under the razor gang's proposals adopted by the government, universities are to be introduced for postgraduate students, some 30 colleges of advanced education will be amalgamated or absorbed by universities, student assistance is to be restricted and a system of student loans instituted.

The reaction of the academic community was not only immediate, but also has continued to increase in fury with the most unexpected reactions from the most unlikely quarters.

The University of Adelaide's council, for instance, placed advertisements in newspapers around the country stating that it wasn't going to have fees or loans and would refuse to administer them. The University of New England council is expected to follow suit. Then the chancellors of all six universities in New South Wales joined in the fun by sending a telefax to the Minister for Education, Mr Fife, condemning the government's decisions and urging reconsideration. Meanwhile, students fled the lecture rooms and took to the streets in their thousands.

The backlash against the razor gang's proposals has been having some effect. In announcing the razor gang's proposals the prime minister said that students on Commonwealth postgraduate awards would be exempt from paying tuition fees. Since then the exemption has been extended to holders of university scholarships, the Minister for Education then went on to claim that since students doing "approved" double degree combinations would also be exempt, only a minority of postgraduates would have to pay fees, that made some academics wonder why fees were being imposed at all.

The fact that college closures or amalgamations and the dropping of higher education courses has electoral implications has also hit home to some politicians. Foreign affairs minister Tony Street has promised to try to prevent Deakin University's engineering school from closure and Minister for Communications Ian Sinclair has said he will prevent the advanced education college in Armidale from being absorbed by New England University, naturally the institutions concerned are in the ministers' electorates.

Another development in the opposition to the razor gang's actions has been the formation of a coalition between students, academics and trade unions. One student union leader said the aim was to show that the education cuts had to be seen in the context of the government's general attack on the public service, which trade unions were also resisting.

The coalition is beginning a wide-spread media campaign to increase pressure on the government during the budget session of Parliament this month. The government is shortly to announce guidelines for the Tertiary Education Commission and the Schools Commission which will show how much effect the protests so far have had, what is becoming clear, though, is that an ideological battle is being waged, the Fraser government is committed to "smaller" government, to cutbacks on government expenditure in all areas, and also to withdrawal of government support from the many areas Australians have become accustomed to.

Black and white students forge links

from Craig Charney

JOHANNESBURG

The unprecedented wave of protests on South African campuses in the week before the May 31 Republic Day holiday provided striking evidence of the growing militance and unity among black and radical white students.

Protests erupted on at least five campuses around the country, as part of a nationwide campaign by blacks and opposition whites against celebrating the twentieth anniversary of the declaration of the South African Republic.

They included: ● a mass protest meeting at Johannesburg's Witwatersrand University on May 26, followed by the burning of the South African flag and fistbumps between left and right-wing students of the predominantly white university. The next day, 2,000 students peacefully boycotting classes were dispersed by 200 armed riot police.

● another protest meeting and class boycott at the mostly white University of Cape Town. On May 27, 48 students were arrested demonstrating outside the World Meat Convention, then underway, and three more held in a flag-burning incident.

● the burning of the South African flag and the raising of the flag of the banned African National Congress before a crowd of 1,000 students at the University of the Western Cape, outside Cape Town, which enters for mixed race students.

● a week-long protest boycott by Indian students at the University of Durban-Westville, continued in defiance of threats of disciplinary action by the university's white rector.

● a week-long protest boycott at Fort Hare, South Africa's oldest university for Africans.

Student opposition to celebrating the Republic, a rejection both of the Afrikaner nationalism which prop-

osed it, and the all-white political system which established it, reflects the deep-seated dissatisfaction of many with the apartheid regime.

As Mr Andrew Boraine, president of the white National Union of South African Students, said at the Wits protest meeting: "Our resistance is not just a refusal to wave little orange and blue flags. It is part of a broad front of opposition to the system."

Protest among black students has become far more vocal than imaginable a few years ago and they have been joined by a larger number of whites at the country's two leading English-speaking universities than might have been expected - though still a minority.

Indeed, the platform where Mr Boraine spoke also held representatives of the black Congress of South African Students and the Azanian Students' Organization. Such a scene, impossible not long ago, reflects the

turning away of black students from the racially exclusive "black consciousness" of the days of Steve Biko.

There has been an unmistakable mushrooming of support for the non-racial ANC on the campuses, with slogans, flags, and speakers associated with the organization much in evidence at the recent protest meetings. And unlike the 1970s, when tension often prevailed between black and white student groups, leaders of both have worked closely together on the mixed campuses to plan this year's demonstrations.

At Wits, there has also been evidence of growing polarization among students there, with smaller but vocal counter-demonstrations supporting the government.

The very extent and militance of demonstrations has led to fears among student leaders of a crackdown by government.

from Guy Neave

PARIS

The unveiling of Francois Mitterrand's government heralds a considerable shake-up in the world of higher education.

The separate Minister of Higher Education, set up in 1974 is to be abolished and with it the post of Minister for Higher Education. Under the new arrangement, higher education and university matters are to fall fully under the responsibility of the renamed Ministry of National Education. This, in fact, reverts to the traditional pattern of administration which lasted since the start of the Fifth Republic.

The man called to head the ministry of national education is M. Alain Savary, a long time socialist and known for his strong left wing convictions.

M. Savary is deputy for the Haute Garonne, which he has represented since 1973. A graduate from the Ecole Libre Des Sciences Politiques and a holder of a law degree, the new minister was one of the first to rally to De Gaulle after the appeal of June 18 1940.

M. Savary sat on the left of the old Socialist Party and served as Secretary of State for Moroccan and Tunisian Affairs under Guy Mollet until 1956. In 1956, he resigned in protest against the forcing down by the French Air Force of the plane carrying Mehdi Ben Barka and the members of the central council of the Algerian national Liberation Front.

The return of higher education to a single ministry, covering all aspects of education, is largely in keeping with the wishes of the major lecturers' unions.

The incoming minister faces a number of delicate issues not least of which is the restoration of confidence in a university world, battered if not by the shock tactics and forcible language of the ex-minister of higher education, Mme Alice Saunier-Seïte.

There also remains the question of whether the issue of enhanced university autonomy, the subject of a report presented to the outgoing prime minister, Raymond Barre, will be pursued.

Significantly, the Socialist Party in its election manifesto of 1978, set particular importance on decentralizing higher education. Whether this policy will be carried out by the ministry of national education remains a moot point at present.

THE UNVEILING OF FRANCOIS MITTERRAND'S GOVERNMENT HERALDS A CONSIDERABLE SHAKE-UP IN THE WORLD OF HIGHER EDUCATION.

THE SEPARATE MINISTER OF HIGHER EDUCATION, SET UP IN 1974 IS TO BE ABOLISHED AND WITH IT THE POST OF MINISTER FOR HIGHER EDUCATION.

UNDER THE NEW ARRANGEMENT, HIGHER EDUCATION AND UNIVERSITY MATTERS ARE TO FALL FULLY UNDER THE RESPONSIBILITY OF THE RENAMED MINISTRY OF NATIONAL EDUCATION.

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THERE ALSO REMAINS THE QUESTION OF WHETHER THE ISSUE OF ENHANCED UNIVERSITY AUTONOMY, THE SUBJECT OF A REPORT PRESENTED TO THE OUTGOING PRIME MINISTER, RAYMOND BARRE, WILL BE PURSUED.

SIGNIFICANTLY, THE SOCIALIST PARTY IN ITS ELECTION MANIFESTO OF 1978, SET PARTICULAR IMPORTANCE ON DECENTRALIZING HIGHER EDUCATION. WHETHER THIS POLICY WILL BE CARRIED OUT BY THE MINISTRY OF NATIONAL EDUCATION REMAINS A MOOT POINT AT PRESENT.

Oklahoma's dial-a-protest

Oklahoma students are protesting against the new system proposed by South Western Bell, part of the American private enterprise telephone monopoly, to charge for directory enquiries, as these fees will hit students most.

The protests were made at a hearing in Oklahoma City against service fees increases totalling \$74m requested by South Western Bell.

It is calculated that with the introduction of directory information fees some 22,000 students at Oklahoma State University will be obliged to pay almost \$100,000 to the telephone company.

University students use directory enquiries more than any other sector of the telephone-using public. This is

because South Western Bell does not get its new telephone directories printed until many months after students move to the university in August, or change their residences in January at the beginning of the Spring term.

At the hearing telephone officials claimed that the imposition of the fee is "to discourage abuse" of the directory enquiry system.

"We do not abuse it. There is not other way we can get the information," said Steve McQueen, president of the OSU students' union, adding that more than 8,000 new telephone accounts are opened by OSU students at the beginning of the academic year.

Mr McQueen's comments were echoed by Mitch Brown, president of the East Central University students' union, who labelled the charge of 20 cents for a directory enquiry as "discriminatory to the students."

Pressing for the additional fee, telephone officials said the company would be willing to assist the universities in publishing temporary directories of students' telephone numbers, but would not agree to share the cost.

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LA campus ejects free enterprise unit

The University of Southern California has cut its links with the controversial Centre for the Study of Private Enterprise (CSPE). USC president JAMES ZUMBERGE said the centre's increasingly aggressive advocacy of free enterprise was becoming inappropriate for its academic setting.

Under the direction of Professor Arthur Laffer, the five-year-old centre has provided critical theoretical support for the "supply-side" economics which President Reagan and other conservative Republicans have espoused so enthusiastically. But it was the centre's political activism on behalf of business, not its economic research, that forced university officials to ask it to leave the USC campus in Los Angeles.

The centre will be renamed the Enterprise America Communications Center and will be given new office space in the Los Angeles headquarters of Dart Industries. President Reagan's friend and supporter Justin Dart, who heads Dart Industries, has been the centre's main financial backer. He will be its co-chairman after the move; William Simon, Treasury Secretary in the Nixon and Ford administrations,

will be the other co-chairman.

Mr Dart said in an interview with the *Los Angeles Times* that, although he would rather have kept the centre at USC, "we go away in peace and with gratitude for what the university has enabled us to start." He said an important part of the centre's work had been to educate workers about the advantages of the free enterprise system and tell them why it was better than government ownership, "which has been so tragic in the United Kingdom."

Professor Frank Chew, associate director of the Centre for the Study of Private Enterprise, said he would remain on the USC faculty and would give up his official role in the centre. He admitted to feeling some regrets about the parting of the ways, though the move off campus had been negotiated fairly amicably between the university and Mr Dart, who is a USC trustee.

Dr Chew is president of the Association of Private Enterprise Education, a fast growing national organization in universities. However, few if any of the centres at other institutions have been as fervent advocates of American capi-

talism as the one at USC (see *THE TIMES* April 3).

The University of Southern California is a quiet, relatively conservative, private university that has grown used to having a considerable number of independent research units on campus. Faculty and students have not agitated very loudly against the Centre for the Study of Private Enterprise, but they have made a lot of complaints to the administration about its overly political activities.

It was partly in response to those concerns that president Zumberge eased the centre off campus. He is also said to want to restore more central control over the university.

Dr Zumberge personally supports most of the same goals as Mr Dart and his centre, however, and he recognizes that private higher education depends financially on the strength of the American free enterprise system. It is just that the centre's approach to those goals "is more appropriate in a situation that is unfettered by the traditional constraints of an academic institution," he said.

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The morning session of the Training Conference will explore New Initiatives in Training and Development Development through Training. The afternoon session will concentrate on Challenges facing the Trainer. The overall theme for the Education Conference will be: Education's Job in a Changing Society.

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Demonstrations reflect unrest in Eastern Europe

Students as a political weather vane

The recent upheavals in Yugoslavia's universities and the May student demonstrations in Poland have again focussed attention on the delicate relationship between student protest and national political situation.

Students in Eastern Europe are traditionally a barometer of political atmosphere. Even in Bulgaria, traditionally the most passive of the Eastern bloc countries, students may occasionally make their opinions felt. Thus in Sofia, in March 1980 students, already disgruntled by the changes in the university syllabus which increased the time spent on compulsory political studies and tied them down to a definite job-commitment, took umbrage at police jostling of the queue of mourners at the lying-in-state of a favourite comic actor. (Although the students did no more than push and shout insults, this in a Bulgarian context was perhaps more significant than a full-scale demonstration elsewhere.)

Similarly, in Hungary, where the Party authorities are sitting on the fence awaiting developments in Poland while the Catholic hierarchy preserves a stance which, the majority of the population feel, is too subservient, student activists either attend the unofficial lectures on Marxist theory organized by the "Wandering University" of Dr Andras Hegedus, or else organize the study groups on Catholic social teaching which Cardinal Lekai's establishment have tried to suppress as "reactionary".

In Yugoslavia, the universities have revealed most clearly the growing sense of political and economic disintegration. Last November, Dobroslov Paraga was detained for organizing a petition for an amnesty for political prisoners - an offence for which he received last month a three-year jail sentence. (The academics and other notables who signed the petition have so far suffered no more than a polite interrogation and have been offered the opportunity - which several took - of withdrawing their signatures.)

The long struggle for reinstatement of the seven Belgrade philosophers dismissed in 1975 for their association with the Independent Marxist journal *Praxis* turned on their insistence that they should have posts within the university, with proper access to the teaching of students. They have now agreed to accept posts in the Belgrade Institute of Social Studies, and the authorities have agreed to transfer the institute to the University of Belgrade - but that they cannot take up their posts, since no funds have been granted.

In December 1980, the growing independence of the student journal of Ljubljana University led to its being temporarily suppressed, on the grounds that one article might possibly give offence to religious believers.

In April, 1981, the Croatian science journal *Priroda* was rebuffed for reprinting an interview from *Nature* in which the Yugoslav physicist and philosopher Ivan Supsek had expressed mild criticisms of partisan activists in 1944. *Priroda* is primarily a youth journal, and it was stressed, should have concentrated on Supsek's work as the Yugoslav pioneer of quantum mechanics, not his political views.

It was, however, in Pristina, the capital of the autonomous province of Kosovo, that the long-expected flare-up finally came. Kosovo, which forms part of the Serbian republic, has benefited considerably from Yugoslav federal schemes for underdeveloped areas. Although its illiteracy rate is still the highest in the country, higher education has mushroomed in the last 10 years and the University of Pristina, originally designed for some 10,000



Polish students stage a peaceful protest in memory of John Lennon

students, has swollen to some 50,000. Living facilities, however, have not expanded in proportion; the students' hostels can accommodate only some 3-4,000 students (many sleep two to a bed), the canteen food is poor and scanty, and there are shortages of basic facilities such as laundry rooms.

Moreover, the majority of the inhabitants of Kosovo are ethnically Albanians, and the province has the highest unemployment rate in Yugoslavia. Although teaching in Pristina is formally bilingual, there is little or no change of graduates from Kosovo obtaining professional, or indeed any type of skilled work outside the province and only a small chance within it. The first demonstration, on March 11, was fairly limited and merely sought better living conditions for students. Once the atmosphere of protest was established, however, further and more violent clashes occurred, and the demands spread firstly to equal status for Kosovo as a republic within the Yugoslav federation, and then apparently, to the total secession of Kosovo from Yugoslavia.

The security barriers imposed by the Yugoslav authorities early in the unrest made the sampling of student opinion more than usually difficult - it seems, however, that as the weeks went on the initiative fell increasingly into the hands of student militants who, all too aware of the corruption and growing disintegration of the Yugoslav administration, saw the hard-line Albanian communism of Enver Hoxha's Albania as the only radical solution to Kosovo's problems.

The central authorities in Belgrade reacted by bringing forward the end of the summer term, and suggesting in no uncertain terms that the creation of a "giant university" in Kosovo had been a mistake and that, in order to reduce the danger of unrest inherent in an "intellectualized proletariat", it should be reduced to the originally intended size of 10,000-15,000.

The university's Communist Party responded by setting up its own action committee, This called for increased vigilance and supervision of the students - but at the same time criticized Belgrade for having misunderstood the situation, and the Federal media for indulging in unnecessary sensationalism. While not formally accepting the need for cutbacks, the action committee paid some lip-service to the principle of tailoring next year's admissions to the needs of the economy. It also pledged itself to deal with particular unhealthy trends, such as the tendency of sociology students to write thesis on past national history instead of modern progress.

National history was, until recently, a burning issue in Poland, too, and its teaching one of the main activities of the underground Flying University. Since October 1980, however, the Flying University has been operating quasi-officially, with its lecturers speaking openly at meetings organized by the new Independent Students' Association (NZS). As a result, the impetus for protest action was left unchallenged. For a few months, it found an outlet in the fight to get the NZS registered, but then, after the prolonged Lodz University strike, had won them legal status, the "independ-

ent" students were left without any clear goals.

This dilemma was foreseen back in November, by Marcin Gugulski, a Warsaw student activist, who in a Warsaw student activist, who in the Voice) had warned of the dangers of the NZS trying to duplicate the role, of the one hand, Solidarity, and on the other, of the largely discredited Polish socialist students' association.

With the fight for academic freedom virtually won (the new Bills on censorship and on higher education are well advanced on their slow progress towards becoming law), the students turned to the issue of political prisoners. They took up two groups of cases - the five members of the illegal "Confederation of Independent Poland" (the most extreme of the dissident groups), who have been held without trial since last autumn, and the brother Jerzy and Ryszard Kowalczyk who in October 1971 had blown up the conference hall of the teachers' training college in Opole, where the security police were about to hold a celebration.

The NZS planned to hold major marches in all Polish university cities on May 25 demanding the release of the two groups. Virtually the whole of Polish society - the media, church authorities, Solidarity, the Party, and the university senates, begged them to desist. In a few cases the marches were actually cancelled, in some universities such as Poznan, a protest meeting was held on campus. In Warsaw, the proposed route of the march was curtailed.

Nevertheless, the marches, for the most part, went ahead - happily, without major incident.

Why the students were so keen to march is difficult to understand. As Stefan Bratkowski, the chairman of the Polish journalists union pointed out, the workers' gains of August 1980 were won precisely by not taking to the streets. Negotiations between the Ministry of Justice and various public interest groups - including Solidarity and the Church, about the prisoners are known to be progressing, and it is widely rumoured that the members of the Confederation of Independent Poland will shortly be released quietly on health grounds pending a trial which will be postponed *sine die*, while the served ten years of their 25-year sentences will be granted a remission or parole.

The Party youth paper, *Sztandar Młodych* has suggested that the real reason for the marches was that the students simply wanted to demonstrate to themselves and to the authorities that they were capable of carrying out a major protest action if they so chose.

While not endorsing this view in so many words, the Catholic daily *Słowo Powszechne* dropped similar hints. The Poles' sense of political responsibility had triumphed, it said, but it was to be hoped that this would not go to the head of the student activists. Political marches take place in many ordinary countries without turning into riots - but Poland in 1981 is not a normal country, and will not be so for a long time to come.

How West Germany's OU just grew and grew

West Germany's Open University (the *Fernuniversität*) at Hagen, on the edge of the Ruhr district and close to an educationally underdeveloped area, was established in December 1974 and officially opened on October 4, 1975. It began with 1,331 students; now it has almost 30,000.

As regards numbers, it has undoubtedly done extremely well. However, its real success can only be judged by positive answers to such questions as: has it fulfilled aims with which it was planned in the early 1970, and has it made any important, new contribution to German higher education?

It is proud both of its short conception and of rapid growth. In German terms, the first is more surprising than the second. Not only have universities and broadcasting corporations, which were both to be involved in long distance studies, a very different legal status; higher education and broadcasting are also substantially a matter for the individual *Länder* (with a limited federal involvement in the former area). This makes agreement between them notoriously difficult to reach.

Discussions on multi-media long distance studies went on for several years. In 1967, for example, an Institute for Long Distance Studies was founded at Tübingen University, with the assistance of the Volkswagen Foundation, and as early as 1970 the Education Ministers Conference got as far as a draft inter-Land treaty.

Yet negotiations dragged on. In the higher education minister of one of the *Länder* took the initiative; he proposed to establish in Northrhine-Westphalia a separate institution, the so-called open university. He wanted to maintain the momentum he had created by founding at one stroke five new comprehensive universities in 1972 and also to confirm his reputation as an educational innovator. In addition, he had a genuine social commitment: he wanted to find a way - and a cheaper one at that - of providing higher education for the mounting number of qualified secondary school leavers who wanted to study yet often found the existing universities and colleges overcrowded or full.

The original "ministerial" concept of the new institution was essentially traditional: the creation of a university-type high school. Its main function would be to provide relief for the existing universities, which, therefore, were initially rather suspicious of their because it would be comprehensive offering short- and long-cycle courses, and the teaching methods employed would be radically different.

Only during early discussions was the third role of the open university given prominence: to provide an opportunity for mature students who were qualified for university entrance or who sought an opportunity for in-service training.

Admissions quotas for the major categories were established - 30 per cent of places for full-time students, 50 per cent for part-time students in degrees who wanted to follow individual degrees, either as "second students" (full-time students from other universities) or as "guest students" (those not possessing basic higher education entrance qualifications).

Since the opening of the open university, a fundamental shift has occurred in the importance attached to the three main objectives, although not without a great deal of internal debate. Academic education (including further education) for mature students and the contribution to course reform now take priority, followed by providing relief for other institutions. This reflects the general easing of the *numerus clausus* for recent grammar school leavers, and is borne out by the composition of the university's student body.

In 1979/80 three-quarters of its 22,652 registered students were 25 years-old or older; and this percentage would have been even higher, had not 14.6 per cent of students been "second students" and hence usually younger. Only 7.6 per cent of students were full-time students but 43 per cent part-time and 34.1 per cent "guest students". The latter figure has remained fairly stable over the years, whereas the percentage of "second

students" has increased. The university regards it as one of its responsibilities to cater for this group, not least because it encourages a healthy sense of outlook.

The trend in initial registrations is clearly away from full-time students; their percentage has halved since 1975 - and even the percentage of part-time students shows a slight decrease. The open university will have to take further education more seriously in the future, and this may have far-reaching consequences for its entire ethos.

What strikes the visitor immediately is its preoccupation with its role as a university, as an institution comparable in academic output and status to traditional universities. Obviously it has been granted to be the status of a university, and its activities are therefore relatively narrowly circumscribed. Its overall concept, for example, has been traditionally. It is based on an assumption that priority must be given to full, comprehensive degree programmes (of three and four years' duration), split up into units, each requiring ten hours of work per week. The university is anxious to make standards, and its final qualifications must be comparable to a traditional degree. A part-time student takes fewer units, and so twice as long to achieve this goal.

Five such basic courses (all, but as short- or long-cycle courses offered: economics, maths (both subjects particularly overcrowded at traditional universities), computation, electrical engineering, and law) teachers, together with educational studies. New features are the closest between three and four year programmes, and more practical curricula, in, for example, maths (with subsidiary subjects electrical engineering and computation) and economics (semi-vocational course, combining elements of economics, applied economics, law, statistics, operational research).

Only a few units are specially devised for further education students. Indeed, all students, apart from "yes students", must have the normal university entrance qualifications before they can register. There are no tuition fees, incidentally.

The open university protects its academic reputation. It wants to attract established academics and a own young staff want to be able to move elsewhere within the university sector.

The traditional university structure with the academic department as the basis was adopted. Specialists in media techniques were not incorporated in the departments but rather grouped together in a separate centre for educational methods, which also undertakes instruction on the written test. Only occasionally is this supplemented by cassettes or rarely video cassettes. Television is seldom used. Even under these circumstances special techniques in the production of teaching material for correspondence courses are required. At Hagen, the academic takes the lead either as author or coordinator of material provided by the many outside contributors. There are no course teams as in Britain's Open University. Collaboration is more informal.

Hagen obviously still lacks experience, and a whole-hearted staff commitment to learner-oriented courses is only gradually developing. Once again it appears to be impossible to move too far away from the German ideal of academic freedom. Personal contact between some staff and students is possible by telephone.

The open university also considers the regional study centres (there are 20 of them in Northrhine-Westphalia) important - both as administrative and as educational units. Attendance at a very small number of seminars, lasting several days, is obligatory; other one-day or evening events are optional where tutors are available. The fact that 48 per cent of the students now come from outside Northrhine-Westphalia, makes it a national institution and creates particular problems. So far only three other *Länder* have agreed to open and maintain study centres.

Günter Kloss

David Walker talks to Professor Gordon Cherry Enter the super-planners

Visitors to Bourneville, the chocolate workers' model community in Birmingham, nowadays find a haven of peace and orderliness in the Midlands hurly-burly. It belongs to an era when town and country planning was young; and paternal capitalists such as the Cadburys had the wherewithal to take planners' drawing-board dreams and turn them into bricks and mortar.

And Bourneville remains, in the words of an appointee to the village trust from nearby Birmingham University, "an example of truly remarkable self management in a very desirable residential area."

That trustee is Professor Gordon Cherry, leading planning academic and a stalwart of the university's heavyweight urban and regional studies team. If Professor Cherry's regard for Bourneville betrays some nostalgia for a bygone age of planning certainties, it's comprehensible.

For he himself worked at the practice end of town planning at a remarkable time and place. Though the dreams were brasher and more egalitarian than those of the Cadburys, the idealism of Professor Cherry's youthful planning contemporaries was as sharp.

For during the 1960s, before he came to teach and research at Birmingham University in 1968, he worked in Newcastle-upon-Tyne. Those years saw the apogee of a local politician called Thomas Daniel Smith. T. Dan Smith gave Newcastle to his planners as an open city. He believed their expertise could remake the North East.

But since then the certainties have collapsed. Smith was jailed and a changed economic climate sunk his version of municipal bragadocio. At the end of the 1960s the Skeffington report ended the era when planners were thought to know best: the report said the public must participate. The great certainties of post war planning faltered: the new towns grew old and the green belts browned. In the early 1970s planners, rightly or wrongly, became identified with motorway blights. The county structure plans

turned out to be hollow blueprints and development control got bogged down in nipping details about the size of front porches. Planners became just another species of town hall bureaucrat.

Since the election in 1979 of a Conservative government the crisis of confidence in planning has worsened. Along with financial pressure on local authorities - a cutback in planners' jobs - has come the allegation from ministers that town and country planning rules have inhibited economic growth. Meanwhile, intellectually, planners have come to realize that they never really understood either the process of economic development or urban land values. They took one for granted and they shrugged the other off as not their business.

Professor Cherry's former boss at Newcastle, Mr Wilfred Burns, is now chief planner at the Department of the Environment, but little fresh thought comes from that quarter. And town and country planning once at the heart of progressive political thinking is no longer considered central: in the radical blueprints for Britain's future offered by the new Social Democrats, environmental planning gets no mention.

Come 1981, planning is in disarray. "The present scene is one of confusion, compounded by uncertainties. Town planning has attempted to impose an unreal simplicity on urban phenomena but simple strategies for complex systems cannot succeed. Town planning in the mixed economy has come to a crossroads."

These sentences are Professor Cherry's from a new book that Longmans will publish later this year. Called *The Politics of Town Planning*, the book links planning's history (a special interest of Cherry's) and its present malaise. Here is a double irony. In a couple of months Professor Cherry, 50, becomes dean of the faculty of commerce and social science - one of the bastions of this solid Midlands' university. It is a signal honour from a university administra-

tion that, some say, passed over Professor Cherry for too long before he got his chair in 1976. He will be the first faculty dean from urban and regional studies.

His appointment is a tribute to the Centre for Urban and Regional Studies: a recognition of its maturation within the university and the acceptance of planning and related studies as full-blooded social sciences. Yet all this comes at a moment when planning seems to have lost its own soul; when the professional associations have lost their pulse. (One, the Town and Country Planning Association is - says Professor Cherry - beset by "vulgar marxism"; the Royal Town Planning Institute, of which he is a past president, is trying to hold the pass against "insurgents".)

But for all this confusion, Professor Cherry is bullish about planning's future. In conversation recently with *The Times* he spelled out a remarkably ambitious programme for educating a new breed of super-planners concerned not merely with land, buildings and traffic but with the across-the-board management of entire towns, cities and regions.

"In the near future," Professor Cherry argued, "the profession of planning will be reassembled out of the following elements: a) the need to manage a swiftly deteriorating housing stock. By 1990 not only the inner cities, but the middle suburban ring of housing in British towns will be crumbling. Already houses built in the 1920s are in dire need of investment for repairs and maintenance. Housing must again become a major public policy issue."

"Then there is unemployment. There must be a planning element in the regeneration of economic activity. Two other major problems facing Britain demand the skills of planners: the search for sources of energy is one. Britain's impending food crisis is another: questions of land use and land management will bulk large."

Professor Cherry is not strident, but conveys a deep conviction in the adaptability of his profession.



Professor Gordon Cherry... mildly left of centre pluralist

"Already planners trained here at the Centre for Urban and Regional Studies are finding jobs with tourist boards, housing associations, recreation teams. And planning education has to promote its capacity to have its product accepted in the wider world. "Many planning schools have been unable to react to the challenge fast enough."

Professor Cherry's ideal planner is not an official merely competent to decide on modifications to a listed building or the amenities for a new housing estate. Trained broadly in social as well as environmental skills (sociology and economics as well as geography and architecture), he should have in addition the capacity to administrate and manage.

As he puts it in his new book: "The recognition that local government is ultimately concerned with urban (or rural, or regional) management is important. Town planning is part of the community's distribution of resources, rewards and opportunities where technical, professional criteria are mediated by political values. The proper focus of town planning is not an end in

itself as a technical exercise, it is part of a wider context, the management of towns, cities and regions."

But that, some of Professor Cherry's planning colleagues would say, albeit enthusiastic and cogent, is special pleading. What he is doing is providing a fig leaf for a profession that during the 1970s the public discovered to be naked, an occupational ideology for a job for which there is declining demand.

Professor Cherry is a mildly left of centre pluralist. Others with harder line views won't agree with much that is in his new book - though that won't detract from his reputation in the field, which remains high.

Consider this judgment in anticipation from Professor Andrew Blowers, a planning specialist and dean of social sciences at the Open University: "It is hardly surprising, at a time when public criticism of planning, recurrent self doubt among planners, and strident calls for cutbacks in public expenditure are combined, that an attempt should be made by the vested interests to redefine its role and assert its indispensability."

Cash problems coining words

James Murray and William Craigie. In direct line from them is A. J. Aitken, who is currently editing the *Dictionary of the Older Scottish Tongue*, with Dr J. A. C. Stevenson.

"William Craigie was the moving spirit behind the further progress of Scottish lexicography in the twentieth century," says Aitken.

The *OED* covers the whole history of English in all its varieties. But Craigie felt that each main period had its own character, and that this was submerged in the *OED*.

In 1919 he gave a celebrated lecture to the Philological Society in London, planning to follow the *OED* with a series of historical dictionaries, the "period dictionaries", which would include Scots and American ones, treating separate stages in history much more exhaustively both in research and the presentation of research than the *OED* had done.

The outcome of Craigie's lecture was the birth of two American historical dictionaries (one edited by Craigie himself), a dictionary of Middle English, the *Scottish National Dictionary (SND)*, which covers the eighteenth century onwards, and the *Dictionary of the Older Scottish Tongue (DOST)*.

Subsequently, the majority of the Scottish universities and the Carnegie Trust established the Scottish Dictionaries Joint Council to supervise the two projects, and the *SND* has also been funded by the Scottish National Dictionary Association, chaired by Professor John MacQueen, director of the School of Scottish Studies.

The 10-volume *SND* was finally completed four years ago, to massive acclaim - there has been a considerable upsurge in the study of Scots over the past 15 years; and scholars have been desperate for an up-to-date resource book.

The part Scots have played in general English lexicography - taking part in the editing of Chambers and Collins dictionaries as well as the *OED*, and compiling the first modern illustrated English dictionary - has meant a large number of Scottishisms being included in dictionaries of English, says A. J. Aitken.

"There are nevertheless many other Scottishisms which, though used daily by middle class

English-speaking Scots, still remain unrecorded outside the pages of *SND*."

However, *SND* is intended primarily as a library acquisition, and it was decided to produce the one-volume *Concise Scottish Dictionary* to reach a wider audience.

Around three quarters of the concise dictionary has been edited so far. The quotations from the three great historical Scots dictionaries have been cut substantially, but the meanings of some 23,000 words will be backed by pronunciation, their history, derivation and geographical distribution.

But the dictionary is still three years from completion, and inflation has overtaken the amount estimated in 1975 to cover the project, leaving a shortfall of over £50,000.

An appeal launched last year has so far raised almost £30,000, including a sizeable grant from the Scottish Arts Council. The Scottish National Dictionary Association is now extending the appeal overseas, but it has also set up a "loan towards purchase" scheme of a minimum of £25, which on publication would be payment for the dictionary, or a contribution towards payment, should inflation force the price to rise further.

Anyone interested in the scheme should contact Miss L. Macleod, The Scottish National Dictionary Association, 27 George Street, Edinburgh EH18 9LD.

Matthew MacDiarmid, reader in English at Aberdeen University, says: "In almost any other country, this would have been regarded as a national project, financed by national funds."

"The great need for this dictionary is so that the poetry of Burns, MacDiarmid and Henryson can be made readily understandable to anyone in and outside Scotland. With every year that goes by, the difficulty of reading any of these authors is increasing. This is a life and death issue of Scottish culture - is the past going to be understood?"

It is hoped the general interest and accessibility of the concise dictionary will lead to its being saved by individuals' contributions. But the future of the more esoteric *DOST* is directly threatened by the financial predicament

of the universities.

Six of the Scottish universities contribute to the editorial costs, and already Glasgow has announced that it intends to reduce its £10,000 annual contribution.

Jack Riddle of Glasgow's English department, who reported the relevant senate meeting in the university's newsletter, commented: "Those with knowledge and authority spoke convincingly against the proposal, but one had the despairing feeling that scholarly argument had come to sound effect in this butch atmosphere of managerialism and hard-line accountability."

"There may, however, be enough hard-line integrity left in the other Scottish universities to forestall our undiscriminating zeal."

A lecturer from another university said if Glasgow carried out its proposal, it would be greeted with universal scorn, and that it was inconceivable that his own institution would pull out.

However, universities are increasingly likely to feel that scorn is the least of their problems, and *DOST* may come low on their list of financial priorities.

Up to P has been printed of *DOST*, and A. J. Aitken hopes that editing to the end of R will be completed by the end of next year. *DOST* has a staff of five ("Three hundred million words of texts were read for this dictionary, and it was virtually all done by volunteers out of patriotism," says Aitken), and the work will be completed by 1995 only if staffing and funding is kept at the present level.

Professor Angus McIntosh, Emeritus Professor of English language at Edinburgh, and a chairman of the Scottish Dictionaries Joint Council, is well aware of the dangers.

"It would be a national tragedy," he says, "if this great scholarly monument were just to pack up." And the loss would be felt, elsewhere, for he points out that the project has excited great support and interest in the United States and Canada, Australia and New Zealand, and Japan.

The Japanese have always shown a considerable regard for tradition. It is to be hoped the Scots will demonstrate the same characteristic, and support the successful culmination of 200 years of Scots lexicography.

Olga Wojtas

David Jobbins finds a boom in conservation holidays

Taking the nature break

The traditional holiday formula of sun, sand and sea is being abandoned by more and more people each year.

Instead the twin forces of expensive foreign travel and the upsurge of interest in natural history and the environment have led to a mushrooming of special holiday courses for adults who want to learn more about the birds, animals and plants which are coming under increasing pressure.

Conservation goes hand in hand with education in the work of the Royal Society for the Protection of Birds, the 42 or so local naturalists' trusts, and pressure groups like Friends of the Earth.

Membership figures have rocketed - more than 336,000 now belong to the RSPB, compared with 281,000 less than a year ago.

Although there are now a number of completely commercial operations marketing special interest holidays at home and abroad to bird watchers and other naturalists, the backbone is shared by university extra-mural departments and the Field Studies Council.

The council crystallized in the mind of a London schools inspector as he watched the reaction of children who were evacuated to East Anglia in the war. In 1943 he called together a group of like-minded academics to draw up a strategy to provide somewhere to carry out field studies to supplement classroom work and the then Council for the Promotion of Field Studies was born.

It was not until after the war that the first centre opened - at Falford Mill on the banks of the river Stour on the Essex/Suffolk border.

By 1970 the council had nine centres scattered throughout England and Wales, each staffed with four tutors and catering mainly for school students studying the life sciences, and for undergraduates on field courses relevant to their degree.

But although the council has always catered for adults, more and more courses are being put on for the enthusiastic amateur to learn from acknowledged experts.

From about 200 such courses in the mid-1970s, the programme has now expanded to something like 350, ranging from the ever-popular ornithology and botany to the more esoteric delights of spiders, mosses and liverworts.

It stretches from the most general, such as exploring Exmoor and ponds, streams and the seashore, through archaeology and architecture, to arts and crafts. In addition to stained glass, Flatford, with its associations with Constable, is noted for landscape painting.

"The market is expanding, but I am not sure it is a limitless one", says Mr Paul Croft, the council's education officer.

In the six years to 1980, the time the council devoted to its adult courses grew by 67 per cent while its other activities declined slightly.

In 1974, of 16,996 student weeks spent at council centres, 1,547 or 9.1 per cent were adults. By 1980 this had risen to 2,597 out of a total of 16,861 or 15.4 per cent.

But there are no signs that the council is to embark on an aggressive marketing policy to maximize its income from adult students. While it would welcome a marginal increase, it feels that the balance - about six to one - is probably right.



Mature students on a Field Studies Council course compare notes on a life sciences experiment at a Surrey centre

Charges for the council's courses compare favourably with those organized by the universities, although the accommodation can be a little more spartan - something the council is trying to improve. Although as a charity it cannot make profits to plough back into its activities, donations have enabled it to make major improvements at three of its centres in the past six years.

Courses for adults account for about £200,000 of the council's annual £1m turnover.

"Wild flower and birdwatching courses fill very well and we are able to put on a large number of these every year", Mr Croft says, but there is a limit to the interest in the specialized courses.

Full time tutors tend to concentrate on the school and university work, and the council relies on outside experts - frequently university lecturers, but sometimes noted local amateurs.

There is no sign that the upward trend of interest is slackening. Newspaper publicity earlier this year generated 1,000 inquiries and a certain amount of embarrassment for Mr Croft, who doubles as publicity officer.

"We ran out of information material," he admits. "There has been as much interest in the first six months of this year as in the whole of the 1980 season. By this stage we have had one-third more inquiries."

The ground work that the council invests interesting schoolchildren in natural history, and particularly in the well-being of the very objects they wish to study. A closer knowledge of the environment at large could be one of the safeguards against this the greatest of all ironies.

"An increasing number of our adults are people who came on courses with us when they were at school, - remember it favourably, and so come back," he says.

But although some centres even provide baby sitting services, only a few families so far attend the centres for courses which generally last a week and currently cost £24. Firm favourites with the children are the cruises around the Pembrokeshire sea bird colonies in an ancient but seaworthy converted lifeboat.

Nottingham University has been at the forefront of its sector's provision of short courses for adults in natural history and enjoys a national reputation enhanced by its association with the major Gibraltar Point nature reserve and ringing station.

"Certainly natural history courses have been a growth area," says Dr Kenneth Lawson, of the university's adult education department. "We could probably do more but there has been a levelling out mainly because our budget has levelled out."

"Despite all that has been said about hardship and tightening belts, people seem to be more willing to go on more expensive courses than before."

The university's fees do not cover the complete cost of tuition, which is subsidized by the Department of Education, but students pay the full cost of food and accommodation.

A growing anxiety often raised by leading conservationists is that the well-intentioned interest in the growing herds of amateurs is endangering the well-being of the very objects they wish to study. A closer knowledge of the environment at large could be one of the safeguards against this the greatest of all ironies.

Losses have been minimized to some extent by the barriers erected in the industrialized West. Limited visas and the difficulty of obtaining work permits have made it harder for graduates to stay on in the host country. But the "brain drain" remains a problem, especially for the poorer nations of the Third World, who now lose scientists, doctors and academics to the oil-rich Middle East and to more prosperous developing countries, such as Malaysia, Singapore and Nigeria.

Yet while courses, particularly in the postgraduate field, are not available at home and the pre-eminent institutions for crucial areas of study are located in countries such as Britain, there is little option but to pay the money and take the risk. The only short-term answer is to send far fewer students, selecting them more narrowly, and give more careful consideration to offers from Moscow.

Something excellent to stay home for. . . .

There has been little sign of a silver lining to the cloud cast over higher education by the introduction of full-cost fees for overseas students.

Although Government coffers are marginally fuller as a result of the policy, the news has been all bad both for British institutions concerned about their finances and course viability, and for foreign Governments anxious to promote development.

Even those countries whose universities have taken up the slack do not thank Britain for prompting an avalanche of new applications from abroad.

Now, however, the silver lining may be on the horizon, albeit one which will provide little solace for British universities, polytechnics and colleges. For escalating costs (not only in Britain) are forcing developing nations to think again about where to place their best students.

Although there remains considerable resentment at the manner and the scale of recent increases in overseas student fees, a grudging realization is setting in that the open access of pre-1979 days is unlikely ever to return.

The Government has made it abundantly clear that, whatever measures it may take to lessen the impact of the policy, there will be no about turn. And the Labour Opposition, while pledging itself to a more sophisticated system, has been careful not to promise a straightforward reversal of the policy.

Labour, after all, was contesting change itself when last in office. The best that Third World nations or British institutions can reasonably expect is some boost for the numbers of overseas students, should they fall as dramatically as many now forecast, and a more refined system which takes some account of development needs.

Signs of concern at the Foreign Office and the Overseas Development Administration suggest that measures along these lines are a realistic hope, but no more than that.

For some universities in the Third World this could turn out to be a blessing in disguise, as their governments find fewer and fewer countries where they can afford and also wish to send students. With fees rising sharply in some American universities, a discriminatory system being introduced in France, Quebec leading the way to higher charges in Canada and visa charges in operation in Australia, doors are closing all over the world for the poorest and most needy countries.

There remains no shortage of offers from Moscow and the Eastern bloc, but Commonwealth governments in particular are reluctant to take this way out.

The trend coincides with an increasing questioning of the traditional pattern of student mobility, always from developing countries to the developed, often from former colonies to the old colonial power. Many Third World academics and politicians have been uneasy about the attitudes which such a pattern breeds and about the well-known phenomenon of "the brain drain" encouraged by experience of life in more affluent societies.

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Political instability would be another problem, since some countries would be reluctant to invest in some of the most obvious sites for the centres. If the scheme did get off the ground, it would be a genuinely long-term venture, since the centres would inevitably take time to become established even given sufficient funding. But it is to be hoped that it is given at least a two-thirds majority to be formally approved. However, most major CERN projects usually require unanimity and it is expected the organization will seek this, perhaps by postponing a

Now, however, there is growing support for a longer term solution within the Commonwealth. Both the recent meeting of the Association of Commonwealth Universities and the consultative group, which met at the borough House over Easter, have been given to measure what could reduce the reliance of developed nations on the developed, changing the whole pattern of student mobility.

The idea is for centres of excellence to be promoted through international cooperation at institutions of repute in the Third World. Courses of study would enable the best students to study within their own region, if not necessarily their own country, placing the studies in the appropriate context.

Why, it is asked, should students always be sent to Britain for the best training in tropical medicine when a centre could be built up in, for example, Sri Lanka? Would not the West Indies be the best place to house a institute of marine biology?

It would not be a new departure. Until it became part of the University of the West Indies, there was a Imperial College of Tropical Agriculture in Trinidad, set up with the aid of British funds. And India has a policy promoting "centres of advanced study" at selected universities (13 in all at the moment) to concentrate on specific disciplines, providing domestic or postgraduate students.

Commonwealth centres would be to be grafted onto prestigious institutions if they were to achieve the necessary to attract students, but the scale should be no shortage of candidates. Uganda, Nigeria, Ghana, Hong Kong, Sri Lanka and Singapore all have universities which could accommodate centres of excellence with sufficient financial assistance.

The proposal is for this to be provided through a Commonwealth Higher Education Programme, which would bring together the various forms of educational aid and allow governments to set their own priorities. Yet chancellors at the ACU meeting in Hong Kong also wanted a fund in cultural cooperation, analogous to the technical cooperation, to be set up to provide more money for schemes

'Why send students to Britain for training in tropical medicine when a centre could be built in Sri Lanka?'

such as the centre of excellence in scholarship programmes.

Sir Roy Marshall, vice-chancellor of Hull University and chairman of the Commonwealth Education Liaison Committee, told a recent conference that education ministers had favoured some method of changing the distribution of students moving within the Commonwealth. He hoped that the higher education programme might strike a chord with heads of government at their meeting in September.

At home, too, the idea has supporters. Mr Kevin McNamara MP told the same conference that the overseas development sub-committee of the Select Committee on Foreign Affairs, which he chairs, saw higher education in Britain as second best to student staying at home if courses of similar quality could be found.

But the scheme would have obvious drawbacks, starting with its Co-operative ventures such as the University of the West Indies have been their share of problems, with almost constant uncertainty about the level of finance the various governments are prepared to provide. This would be magnified in the case of the centres of excellence and the universities concerned would want watertight guarantees before agreeing to their establishment.

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John O'Leary

Paul Flather meets polytechnic director Brian Tonge, cost-cutter extraordinary

Oxford: strength through savings

Tucked some way away from those dreaming spires up the Headington Hill stands Oxford Polytechnic, a collection of pre-fab rectangles, some standing end up to form towers, others lying sideways.

Oxford is said to have been in the last group of polytechnics to be designated under the Crossland programme, but it was probably the first back in 1976 to sense that the 1960s era of expansion was over, and that its energies should be devoted to cutting costs as well as teaching.

This quiet savings revolution was masterminded by the then director, Dr Brian Lloyd, and his deputy, Dr Brian Tonge, who both read the fine print of the letters being sent out by the Department of Education and Science. Last January when Dr Tonge was appointed director, Oxford had already achieved the DES target of an average student staff ratio of 10:1 and it had done so without needing to shed any staff.

When the directorate approved its development plan to cut costs the SSR at Oxford was 8.9:1 and there were 3,001 full time equivalent students. The polytechnic was also preparing to absorb the Lady Spencer Churchill College of Education at Wheatley five miles away. By the time Dr Tonge took over the hot seat there were 4,300 students and a 10:1 SSR.

All this of course means Oxford is sitting very comfortably on the eve of expected reforms in the funding and control of the 30 polytechnics. Any system of unit cost funding is bound to favour Oxford. "Our planning in 1976 has really paid off. From now on our adjustments are always going to be upwards", Dr Tonge said.

Under one of the proposals prepared by DES officials Oxford stands to gain an extra £2m if unit costs are introduced. But Dr Tonge, who has built a

reputation at four different polytechnics for cutting out waste and promoting efficiency, would be prepared to settle for up to £500,000 more in the first instance.

"Of course after all our savings we deserve and badly need extra money. But I would not ask for far more money than we need at present," Dr Tonge said, showing the sort of common sense approach for which he is well known. In fact last year Oxford was £250,000 down on what it wanted. The money would go on improving welfare facilities, the library and microprocessors work.

Dr Tonge has an overwhelming belief in "trust". He would like to see Oxford described as "the friendly polytechnic", where all staff pulled together, and the polytechnic and the local authority worked hand in glove. "Inside the polytechnic everyone works together. It's a family business rather than a lot of warring departments."

He also believes in openness and democracy and as if to prove the point he tells me how surprised he was that he got the job, that there were 80 applicants, that he was the only internal candidate shortlisted, that his salary is a little over £25,000, and that he was even vetted by the students union, with which he enjoys good relations.

In fact Dr Tonge of course has very good credentials for his appointment. He graduated from Salford College of Advanced Technology (now Salford University), worked with the General Electric Company before in 1959 joining a research team at Exeter University headed by Sir James Cook looking into the effects of tobacco smoke on lungs (He gave up smoking not so much because of the obvious danger signals but because he could not stand the constant daily reek of tobacco smoke at home as well.)

Then in 1960 he became chemistry lecturer in Plymouth College of Technology (now Plymouth Polytechnic). In 1963 he moved back to industry - "An offer I could not refuse" - joining RTZ as a research manager of a chemicals subsidiary. By 1965 he was back in education at West Ham College of Technology (now part of North East London Polytechnic), then he moved to Wolverhampton



Dr Tonge: continuing with Oxford development plan

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Polytechnic, where he became dean of the faculty of technology, before finally joining Oxford in 1971 as deputy director.

After switching back and forward between industry and education Dr Tonge can count himself well experienced in bridging the gap between industry and education - the key role marked out for polytechnics. Looking

Scientists count down to two major projects

Robin McKie on rockets, satellites and Europe's hunt for quarks

This month is likely to be a time of nervous expectation for scientists throughout Europe. In the next three weeks their attention will be feverishly focussed on two major projects on which many of their future hopes and plans depend.

The first is to be the third test launch of Ariane, the independent European rocket and satellite launcher - an event of critical importance given that at the second test in May last year, Ariane crashed into the Atlantic seconds after take-off.

The other major development is to be the decision on June 26 of CERN, the European organization for nuclear research, on whether or not to go ahead with its large electron-positron storage ring project (LEP) - a 15 mile circular tunnel under the Jura mountains on the Swiss-French border. The machine, if built, will be a world-leader in the hunt for quarks, the tiny elementary particles believed to be one of the basic building blocks of all forms of matter.

The funding of LEP - which will require £250m in capital costs alone - is to be managed within existing CERN budgets, an accounting feat achieved by closing down one of the organization's machines at its Geneva site - the interesting storage rings device - and retooling the work on the Synchrotron-Cyclotron proton accelerator.

And it looks like being a successful manoeuvre, for 10 countries (including Britain) out of CERN's membership of 12 have indicated they will vote at the June meeting in favour of giving the go-ahead to LEP. Only Holland and Sweden have warned that because of internal political uncertainties they may not be in a position to make a final decision.

Theoretically, this should present little difficulty because the LEP project, by being included within the existing domestic expenditure programme of CERN, will only need a two-thirds majority to be formally approved. However, most major CERN projects usually require unanimity and it is expected the organization will seek this, perhaps by postponing a

final decision until October when it is hoped Sweden and Holland will be able to give their approval.

It will not be a serious delay - given that the first colliding beams of electrons and positrons are not expected to be fired until 1987! Yet without LEP, European high energy physics would be stranded, for there are no alternatives to this ambitious and highly expensive device.

It would also fit quite neatly into the scheme of international physics where the tendency has been less and less to build competing, duplicated machines. In America, large proton-proton colliders are being built and the Soviet Union is building massive machines which will smash streams of protons into fixed targets at energies of up to several thousand billion volts.

Both these types of machines will operate at higher energies than LEP but because they use protons, which are relatively massive nuclear particles, they also create a great deal of nuclear debris, obscuring the more subtle observations that will be sought. The main advantage of LEP is that it will produce far cleaner collisions, allowing clearer observations. Unfortunately, electron-positron accelerators are affected by synchrotron radiation which causes loss of energy in particles the faster they are accelerated round circular accelerators. The solution is to build devices with reduced curvature - which means having a bigger ring. In the case of LEP this will be a mammoth 18 mile circuit carved out of the rock under the Jura mountains.

Once this has been achieved it is hoped LEP will produce a host of new and different particles, in particular the mythical neutral and intermediate bosons, predicted by theory of the Nobel-winning team of Salam, Glashow and Weinberg. The existence of these particles would constitute important proof that scientists are heading in the right direction in assembling a unified theory which would relate all the basic forces of nature into one set of equations.

After that, the course of high energy physics in Europe is - not surprisingly - unclear. "Whatever else, we cannot follow the LEP road any further," said Professor Ian Butlerworth, chairman of the Science Research Council's nuclear physics board and a frequent experimenter at CERN. "It is insane to think we can go on building bigger and bigger circular accelerators like it."

Instead it may be possible to build single colliding beams - like the one proposed at Stanford University in California - although a great deal of technological development will be necessary before such a goal is achieved.

As for Ariane, its immediate future is less assured, although European Space Agency officials are convinced its third launch will be successful. They have traced the faults in the last abortive mission to intense high-frequency vibrations in one of the first-stage engines and following a series of 50 ground tests have modified fuel injectors in the engine to increase safety margins.

This will be more than sufficient to ensure success, they believe. In many ways, the alternative is unthinkable - for another disaster like the Ariane crash which followed its blast-off from ESA's launcher site at Kourou in French Guiana, could indicate serious design faults in the rocket. Given that much of Europe's, and as a consequence Britain's, space effort is to be tied up with the rocket, such flaws would have very serious implications.

There has already been a one year delay in the third Ariane launch and now five flights are scheduled for next year - carrying weather, communications and astronomy probes. And after that a series of different missions are planned including communication satellites for the Americans; a series of direct television broadcast satellites for different European countries; satellites for Arab consortia; and several ambitious scientific missions, including a probe to fly close to Halley's comet in 1986.

Many university departments in Britain have experiments scheduled for these missions, so success for Ariane this month is critical. In addition there will be the actual satellites being carried on the test flight - a Meteosat weather probe which will provide important pictures and information for researchers at University College London's planetary atmosphere unit, among others, and also Apple, an Indian telecommunications satellite.

In all, a great deal is at stake and combined with the forthcoming decision to be made at CERN will ensure that events this month will be monitored with great attention by many scientists in Europe.

ahead Dr Tonge sees his main task as keeping the machine ticking over. He pays tribute to Dr Lloyd and sees himself in much the same mould, intending to continue with the Oxford development plan, to retain good links with the local authority, and to raise the quality of polytechnic work, through the 1990s.

He picks out three areas of excellence: the town planning and architecture departments, the largest among polytechnics, and among the largest in Britain; the biology department and the geology department. New courses he wants to build up are visual studies, cartography and catering. (If the proof of the pudding is in the eating the lemon mousse shows catering students have already reached high standards.)

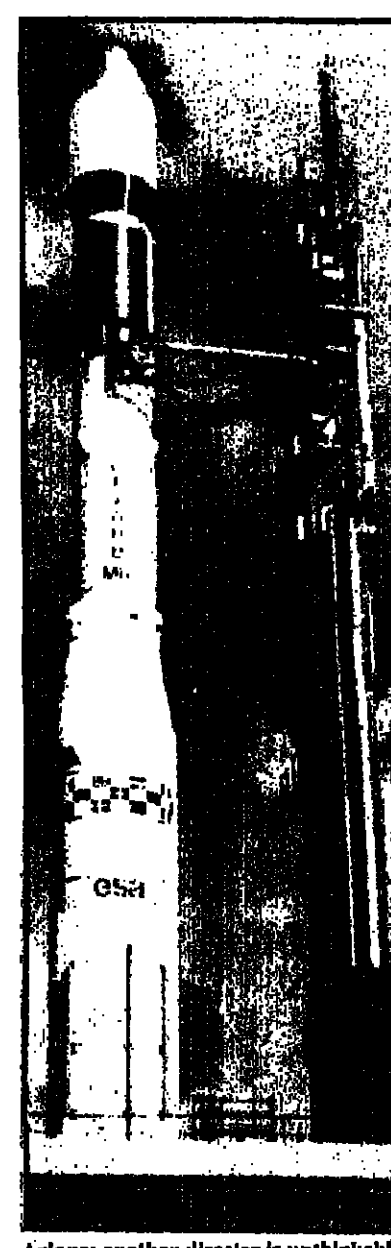
One of Dr Tonge's least difficult tasks is to persuade students to apply to Oxford: the pull of the city's tradition, history, name and other institution does half the work.

But Oxford is desperately short of accommodation. Four phases of a building programme have been outlined, and work on a new town planning unit is expected to start this year after considerable delays. Dr Tonge who displays a sort of Napoleonic desire to get things done, and will certainly want to see workmen on the site in the polytechnic quad by the autumn.

Dr Tonge has joined the so-called "chemistry mafia" which seem slowly to be taking over the polytechnics (Dr Rickett at Middlesex, Sir Norman Lindop at Hatfield, Dr Hart at Sunderland). He has been a little taken aback by the public standing he now commands, and that most evenings he is out attending functions. He is also taking a stack of grey files home each night rather like some overworked minister with his dispatch boxes. In fact Dr Tonge is currently doing the jobs of director, and the vacant post of deputy director, as well as advising for the vacant post of dean of modular studies; both posts are to be filled shortly. But as he puts it: "It's a challenge being director. One needs to change gear. One needs a broader view; it is no use just sitting in offices. I hope to have made the change by the end of the year."

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Ariane: another disaster is unthinkable

The author is director-general of the British Institute of Management.

The halcyon days are over for academic publishing. Iain Stevenson gives advice on how to get into print despite the shrinking market

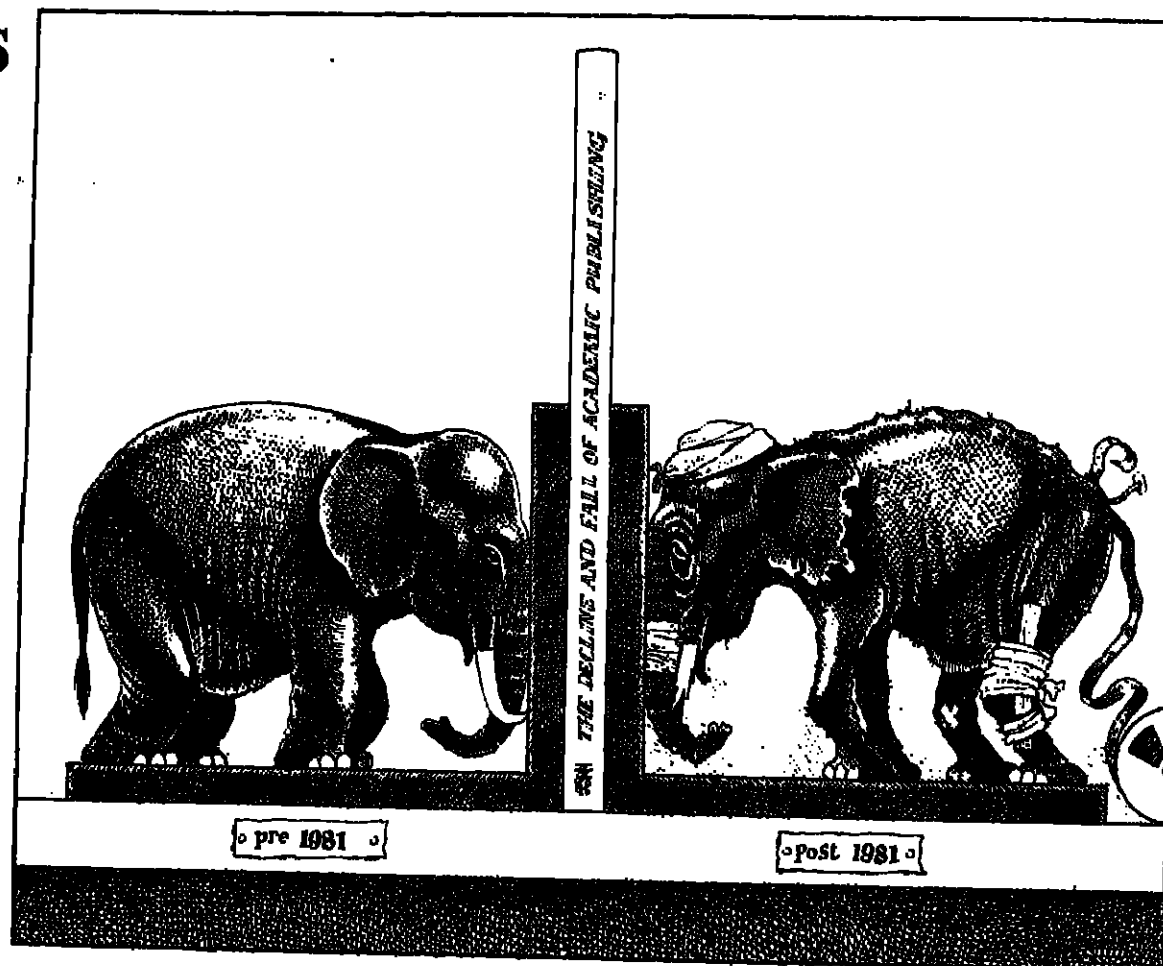
Survivors guide to the end of the book boom

Over the past two decades, academic publishing in Britain has grown at a remarkable rate. Paralleling the post-Robbins growth in higher education, the output of new academic titles has mushroomed. In 1967 13,512 new "academic" books were published in the UK, and by 1979 the figure had increased to 19,636. In certain subjects, growth had been even more spectacular. Output of new law books has more than doubled from 617 to 1,404 titles; in medicine, from 1,231 to 2,510. Although the main growth has been concentrated in the "STM" category (scientific, technical and medical), virtually every academic discipline, from accountancy to zoology, has experienced considerable, if not massive, expansion in the numbers of books published. Numbers of publishers expanded too and the old-established houses, like Longman, Methuen, Macmillan and Hutchinson, were joined in the market-place by several new names, like Croom Helm or Harvester, who quickly made their mark and shared in the prosperity of the academic boom of the 1960s and 1970s.

In 1981, of course, there is cause to wonder whether that boom is now at an abrupt end and what lies ahead for academic publishing. The combination of the strong pound, increasing production costs, fierce competition in overseas and domestic markets from American and other foreign publishers, the prospect of cuts in tertiary education, falling library budgets, fewer personal purchases by academics and students, and in the middle distance the spectre of the reduced size of the 18-23 "student" age group in the population that will emerge in the late 1980s and 1990s, added to the general economic recession, seems to make the future of academic publishing problematical to say the least. At this crucial juncture, it is probably instructive to try and give an insight into how academic books are commissioned so that the academic as both potential producer and consumer can better understand the considerations that shape an academic publisher's aims and objectives.

I must make it clear however that what follows is based on my personal approach to publishing. I am primarily a textbook publisher and the market I am aiming at is the "mass market" end of the academic spectrum, the undergraduate or college student. Although we probably agree on general principles, you will certainly find differences in criteria, emphasis and perceptions in the list-building activities of other types of publisher, like the small specialist house, producing hardback books mainly for library and professional consumption, or the university presses who, for at least part of the time, exist to publish books which will advance the frontiers of knowledge, despite the fact they may be uncommercial. Their output, and its value, must be judged on their own terms. In this article, then, I shall, from the perspective of an academic publisher of text books, explain something of how new academic books are developed, judged and acquired; how an academic text book list is built up and what constraints and terms of reference an academic publisher of text books operates under. I shall round off with some thoughts on what the future may hold.

I once heard the role of an academic publisher defined as "being able to convince the one half of the academic world that wants to write books that it shouldn't and the other half that



doesn't want to write books that it should." That is a gross overstatement of course, but there is more than a grain of truth in it. I receive perhaps 200 unsolicited ideas for new books, even completed manuscripts, in a year and at most only one or two ever find their way into publication. This is not because the majority of them are intrinsically unsound or unworthy, but because in my experience and opinion most are uncommercial within the context of my publishing. I always try to give as fair and honest advice as possible to these prospective authors (very few academic publishers believe in rejection slips) and to indicate alternative houses who may be interested, or alternative avenues of publication. Although commercial considerations are always uppermost in my mind (no unsolicited publisher would survive very long if he ever thought otherwise), this is not simply a clear cut decision based on hard-faced cash-register principles. Academic publishers do care very considerably about the academic value of what we publish and the likely effects our output may have on the disciplines we publish for.

The aims of prospective authors and publishers are of course not fundamentally opposed as my rather flip definition suggests, but publishers and authors inevitably (and correctly) do have a different order of priorities when viewing book ideas. An academic author may, with the publication of his book, be seeking academic prestige or recognition, the dissemination of what he considers to be important ideas, and so on. The publisher must consider commercial aspects, academic contribution, value and appropriateness in teaching - the last two being academic priorities - and the book's pedagogical value. If these priorities are not reconciled, good and well, a book is likely to be born. If not, then the publisher has a duty to explain to the prospective author why not and to guide him on to the right course for the dissemination of his material.

Despite what I've said, I must add that several of my best-selling and most academically successful books started life as unsolicited ideas and I certainly wouldn't want to discourage authors from submitting their ideas to publishers. Everything is most carefully considered and every publisher is more than happy to see unsolicited ideas. Apart from the author himself taking the initiative, there are three channels through which academic books are acquired. The first is when the publisher goes out into the academic world and seeks potential authors in their institutions. Some

publishers have "field editors" who continually visit institutions to sniff out new ideas which are then referred back to a desk-bound commissioning editor for development. This is a procedure very widely used in the USA, but in a country with as relatively few academic institutions as the UK it can result in "overkill" and the arrival of the news that the "Blogs & Blogs" representatives is again on campus has been known to cause sudden mysterious outbreaks of flu among academic staff. I generally embark on such visits after having done a fair amount of homework on the people whom I intend to see, so I know who they are, what their interests are in research and teaching, what they've published previously and so on. I also generally have clear cut objectives to suggest to appropriate people likely book ideas that might appeal to them, but one of the joys of academic visiting is to turn up a totally unexpected and worthwhile project that emerged over a casual common-room cup of coffee.

The purpose of these visits is not of new titles. They can be of great benefit to both parties even if the academic has no immediate plans for authorship. For instance, it is always very helpful to get an interchange of views on strengths and deficiencies of one's own or a competitor's lists, or general indications where new books are needed. Information on new developments in teaching and research is also very valuable, as are "first-hand" assessments on changing market factors, student numbers, library budgets, academic prestige or recognition, the dissemination of what he considers to be important ideas, and so on. The publisher must consider commercial aspects, academic contribution, value and appropriateness in teaching - the last two being academic priorities - and the book's pedagogical value. If these priorities are not reconciled, good and well, a book is likely to be born. If not, then the publisher has a duty to explain to the prospective author why not and to guide him on to the right course for the dissemination of his material.

The second channel of contact between author and publisher is through what Dr Peter Mann graphically calls "the academic book broker". Most academic publishers retain academic advisers in several disciplines who, in return for an honorarium, advise on specific new projects as well as keeping the publisher up-to-date on general trends and new developments in the discipline. The adviser is typically a senior and well-informed academic who has himself generally published with the house and is active in examining these, externally examining first degrees, involved with CNA and GCE examination boards and learned and professional societies. He will often recognize the potential of young authors, perhaps from their journal articles or unpublished research and encourage them to submit book proposals, through him, to "his" publisher. Dr Mann, in his survey of author-publisher contacts in scholarly publishing, concluded that the broker was among the most significant sources of new manuscripts for all types of

academic publisher.

A variation of brokerage is the setting up of a series of titles, edited for the publisher by one or more outside academics. Generally in return for a small royalty, the series editor is responsible, in conjunction with the publisher, for developing a section of the list; his duties include vetting new projects, checking manuscripts to ensure they meet the academic criteria for the series, overseeing delivery schedules and, of course, finding new authors for the series. I am particularly lucky in having nine very active and committed series editors all of whom have introduced many good new authors.

The final channel of contact is through a literary agent. Some prospective authors prefer to use agents, especially if they have never published before. Agents know all academic publishers well and most have excellent personal contacts with them. A book submitted through an agent will not of itself receive preferential treatment from a publisher, but the agent may be in a better position to know where the most appropriate home for a book project may be than the author. An agent will also negotiate a contract on an author's behalf with a publisher, which might be counted as a blessed relief if the author is unfamiliar with legal or publishing jargon. The agent charges a fixed percentage of the author's earnings for his service.

Once contact is made, how is a book commissioned? I have four criteria that require consideration. These are (in no particular order) academic merit, suitability for the list, marketability, and timing and format. Academic merit is established by referring synopses, sample material or the entire manuscript to appropriate authorities in the area and obtaining reports by means of a prepared questionnaire, sometimes supplemented by a personal meeting with the reader to elucidate specific points. The retained adviser will also be consulted. Suitability can also be discussed with the outside referees, but I've generally made up my mind about that before I seek advice. The kinds of factors I consider are: does the book fill a gap in the list? How does it complement or compete with others on the list? Will it take over from an established but ailing title? Does it fit in with the long-term objectives established for the list - is it, for example, a text-book list aiming at complete coverage at all levels, or is the list building on a particular speciality where it is already strong (or alternatively, is a new area being opened up)?

Marketability is the most crucial

measure I must determine. I get some general indications from the referee report, but I must also take account the competition from other publishers, the present and likely future demand for the book, its "exposability", what is happening in the courses the book is designed to cater for, the academic stature and writing style of the author and a host of other factors, including of course likely price and the economic condition of the market. I confer with in-house colleagues in marketing and promotion, consult other publishers' catalogues, and look at university and college prospectuses. I take soundings at conferences and try to talk to potential consumers, librarians and book-trade contacts as well as academics. From this, I build up a likely pattern of demand and will estimate an appropriate print run and bookseller's discount, and decide whether the book will be issued in paperback, hardback or both. I will also establish what the minimum and maximum prices can be and will consult with the author so that his book can achieve its academic aims within these constraints.

This is where consideration of time and format come in. I must be sure the author can deliver the goods at the right time and in the right way to best advantage of the market. As a rate estimator of manuscript length, level and type of illustration, the time with which future revision for new editions can be made and so on is crucial to establish this. I must also consider the impact the book will make on my investment budget. Will there be enough money to produce the book at the right time? And, if it is a major project, either in size or number of copies to be printed, will its projected return justify the concentration of resources to be devoted to it, rather than their being allocated to several smaller projects?

Although details vary (at the Universities Presses, for instance, all book projects are vetted by a standing board of university academics, the "syndics" at Cambridge, all academic publishers operate in a broadly similar way, the ultimate aim being to produce the right book from the right author at the right price at the right time.

What does the future hold? In the short term, immediate economic problems will mean that fewer academic books will be published, and probably also the closure or severe contraction of the smaller and weaker academic publishing houses. While some have claimed, on the grounds "too much" being published, that the regulation effect of the recession in reducing the output may be no bad thing, I am not sure. Fewer books do not necessarily mean better books. One of the consequences of the new harsher climate will be to make publishers more conservative and cautious in their commissioning decisions. The tendency may be for us all to slog it out in the "bread and butter" arena by concentrating only on "safe" areas already well covered by adequate range of books, while becoming more wary of books that present more of a gamble.

In the longer-term future, academic publishing has some exciting and important challenges to meet. While I cannot agree that the days of the book as an essential vehicle for teaching, communicating and stimulating research are numbered, electronic publishing will certainly make great strides in certain areas. "Database" publishing, which allows computer access to constantly updated information means held by publishers, will develop rapidly, particularly in science, medicine and technology. The day also cannot be far off when the act of authorship involves the academic at the word processor directly linked to the data banks of the publisher, and thence to the reader accessing through a television or print-out. At the book level, the rapidly increasing sophistication of microcomputer and media teaching materials to suit publishers, despite short-term economic problems, will ignore these developments at their peril.

The author is the publisher in the university and further education division of Longman responsible for earth science and education.

BOOKS

Letters for connoisseurs of diatribe

Selected Letters
by Ernest Hemingway
edited by Carlos Baker
Granada, £15.00
ISBN 0 246 11576 9

by Eric Homberger

Readers begin by hoping to come to grips with Hemingway's style; they usually wind up discussing his masculinity. No American writer of his generation was more committed to the perfection of prose. "Oh Christ I want to write so well," he gasped in a letter in 1926. Yet what survives of his work, and what is abundantly enshrined in the *Selected Letters*, is a case, a self-created personality and its contradictions.

"Pappy" was first unveiled in a letter Hemingway sent to Archibald MacLeish in 1930, to be soon followed by variants. "Pappy", "old Pappy", and "Pappy the Braggart". All this was hardly a flight of paternal self-mockery. His son Bumby was by then eight years old, certainly old enough to be embarrassed by a "Pappy". What is more, Hemingway had used up whatever whimsy he possessed in letters to his first wife ("I'm just your little wax puppy"). "Pappy" was invented two years after the suicide of his father, and three years into Hemingway's second marriage. "Pappy" was a hunter and fisherman, a man of action and aggressive maleness; and was the negation of the writer whose recurrent bouts of loneliness and depression run through Hemingway's letters of the 1920s. "Pappy" was given to incessant and shameless boasting. He wrote to Charles Scribner that he celebrated his fiftieth birthday by hitting ten straight clay pigeons, "fucking" his wife three times, and helping to kill a case of Piper Heidsieck Brut; each item was roughly equivalent and serviceable in the construction and maintenance of the self-image of Pappy or Papa Hemingway.

By the mid-1920s Hemingway's life had assumed its permanent pattern: winters in Key West and later Cuba, summers in Wyoming, with occasional visits to the United States, Spain or Africa. He worked mornings (keeping a close count, *à la* Arnold Bennett, of words written per day), and spent his afternoons fishing, hunting or in other robust activities with his wife. At night he read and drank. He was frequently tired, bitchy, aggressive and obsessed by money.

And he wrote letters, thousands of them: to his family, old friends, publishers, editors, reviewers, other writers, and, increasingly as his fame grew, attended grudgingly to the needs of inquiring scholars. At times Hemingway seems to have regarded letter-writing as a form of therapy: he is on occasion rude, ill-judged, arrogant, nasty and abrupt. His formal prose was never less than pains-taking; in his letters he was often meandering and repetitious. Living as he usually did so far from the metropolitan centres of gossip, they were a way to keep in touch. Hemingway asked Sylvia Beach in 1925: "What is the dirt in the literary world?" In 1930 he asked another correspondent what the sporting news was. He sometimes gave the impression that he scarcely had had anything but a fishing rod or rifle in his hands for months at a time. That was part of the image, and also part of the truth: in 1932, at the low point of the depression in the United States, Hemingway hoisted of spending 105 days fishing on the Gulf stream.

When not sending lists of the numbers of tarpon and sailfish caught to his correspondents, we get glimpses of other sides of his personality. His letter of condolence to Gerald and Sara Murphy on the death of their sixteen-year-old son is tender and heartfelt. Throughout his marriages to wife number two (Pauline Pfeiffer), three (Martha Gellhorn) and four (Mary Welsh) he never ceased to write lovingly and affectionately



Ernest Hemingway: a portrait by James Bryson

to his first wife Hadley. He was just as likely to be contemptuous and angry. He described the *New Masses*, which had just turned down a contribution, as "the most peurile [sic] and shitty house organ I've ever seen." Chard Powers Smith is told unequivocally that he was a "contemptible worm." In 1935 Max Perkins, Hemingway's editor at Scribner's, queried a description of Gertrude Stein. Hemingway replied:

What would you like me to put in place of bitch? Fat bitch? Lousy bitch? Old bitch? Lesbian bitch? What is the modifying adjective that would improve it? I don't know what word to replace bitch with. Certainly not whore. If anyone was ever a bitch that woman was a bitch.

Connoisseurs of diatribe will find much to enjoy in these letters. Hemingway's rage was particularly directed at those who, in his opinion, had turned against him. Strong friendships went sour as people gossiped, sold out, or became political turncoats. Hemingway's letters reveal a world of sudden transformations, in which anyone might suddenly and inexplicably turn into an unrecognizable enemy. In the early 1920s Gertrude Stein and Hemingway had been "just like brothers"; a decade later she was a bitch. In the 1920s Edmund Wilson was "the only critical opinion in the States I have any respect for." In the 1930s Wilson's criticism read most interestingly to Hemingway "on all the things one does not know about. One the things on knows about truly he is stupid, inaccurate, uninformative and pretentious." In 1930 Archibald MacLeish was a good pal and the "best bet" for American poetry; he had become "righteous, fussy and a bloody bore" by 1934.

That "carnival of treachery and rottenness," the Spanish Civil War, coincided with the collapse of his second marriage, and was the occasion of the painful break-up of Hemingway's relations with John Dos Passos. They had been friends for years, and Dos Passos was married to Katy Smith, a childhood friend of Hemingway's. But when Dos Passos turned against the Popular Front in 1938, and denounced the role of the Russians in Spain, Hemingway accused him, in a bitter and unforgiving letter, of deliberately lying about what was actually happening in Spain. He thought Dos Passos's articles in *Red Book* - despite the title a popular magazine

aimed at the American homemaker - were "viciously pitiful." He assumed Dos Passos was lying and doing it for money.

For Hemingway the cause of the Spanish Republic transcended friendships and even political beliefs. Critics who have written of Hemingway's involvement with the civil war have rather enjoyed presenting it as low comedy. Stanley Weintraub, for example, in *The Last Great Cause: intellectuals and the Spanish Civil War*, makes frequent references to the vast size of Hemingway's flask, to the American bullfighter who accompanied Hemingway, and to the posturing and self-aggrandizing publicity which he garnered. Weintraub's tone is mocking and condescending. But in the few letters from that period which survive (Hemingway seems to have written few letters during his time in Spain) a different Hemingway emerges, a figure more fully aware of the compromises the civil war forced on all friends of democracy. George Orwell ultimately rejected those compromises, and has become an uncomfortable sort of cultural hero. Hemingway, for reasons which at the time were every bit as arguable, has been trashed by professors who find Hemingway's political involvement rather pathetic.

Hemingway virtually invites such a response. He was critical of the swing to the left on the part of his contemporaries. He had even heard that Fitzgerald had gone Communist, and gingerly inquired if it were true. Hemingway was violently attacked in New York for his rejection of political commitments, and contempt for Marxists. "The NY critics now hate what I write very strongly but not very efficiently," he wrote to Ivan Kashkin early in 1936. (Hemingway's letters to Kashkin, originally published in the Soviet Union in 1962, are among the most interesting from Hemingway.) "Nobody that I know likes what I write anymore," he wrote to MacLeish later that year. This was the dark period when Hemingway advised his correspondents that art was about immortality. He told Max Perkins that "I don't give a damn whether I am popular or not." The separate peace which Frederic Henry negotiated in *A Farewell to Arms* was not seen by Hemingway's critics during the depression as a courageous assertion of individualism against the "bureaucratic" (Dos Passos's term) of competing abstractions, but rather as a confession

of political indifference, indeed of anarchy and social irresponsibility. American Communist critics had a rich vocabulary of abuse, and did not hesitate to condemn the increasingly reactionary implication of Hemingway's writing. "There is no humanity in Hemingway," Mike Gold wrote in the *New Masses*. "He is heartless as a tabloid. He describes the same material as do tabloids, and his sole boast is his aloofness, last refuge of a scoundrel."

It all seemed "horseshit" to Hemingway, as he wrote to Paul Romaine in July 1932: "There is no left and right in writing. There is only good and bad writing." In a letter to Dos Passos in 1932 Hemingway revealed the full extent of the pressure which the left had been putting on him. Dos Passos's *Nineteen-Nineteen* had appeared two months earlier. This was the apogee of his left-wing period. "I can't be a Communist," Hemingway wrote: because I hate tyranny and, I suppose, government. But if you're over one its swell with me. I can't stand any bloody government I suppose. Bunny's book [*The American Jitters* by Edmund Wilson] was wonderful reporting - wish he had kept on reporting and not have had to save his soul. Certainly things are in a hell of a shape. But when weren't they? No larger unit that the village can exist without things being impossible. Wilson writing he would send us other writers to write patriotism about some bloody factory - (He knows what's good for people) - Like hell he would. He wouldn't send me anywhere.

If things were like that I would kill him so damned quick - oh hell what's the use of talking like that - Later in the year he told Dos Passos that he was an anarchist. "They poop on old Ferrer and Malatesta now but their names will sound better in 20 years than Stalin will."

Baker's text of this letter, of October 14, 1932, which is in the Dos Passos papers at the Alderman Library, University of Virginia, is disastrously marred by four mis-transcriptions in the concluding paragraphs. Baker prints "as fast as an honest man comes up in Europe he is killed if he must sell out and nobody hangs" which does not make sense. The Alderman text reads *won't*, and the context of assassinated statesmen - Ruthenau, Stambulsky, Jaures, Rosa Luxemburg, Karl Liebknecht - it is perfect-

ly clear. Baker abandons as illegible a word which is perfectly decipherable: Hemingway advised Dos Passos that "We don't have to deny our god damned pasts we use 'em". A phrase is inexplicably omitted from another letter to Dos Passos in 1932. This is a slender basis to conclude anything about the quality of Baker's editing of Hemingway's *Selected Letters*, but the case for suspicion is at least raised. His annotation and indexing are occasionally slipshod. He confuses the anarchist Errico Malatesta with the Sigismundo Malatesta who appears in Pound's *Cantos*. Baker gives a footnote to identify Sir Roger Casement, but not Francisco Ferrer (who is also omitted from the index). Ruthenau, and the other politicians mentioned in the letter to Dos Passos, Baker indicates that Walter Johnson was a baseball player, but says nothing when Yogi Berra's name is mentioned. He describes Wyndham Lewis as an "American artist and author," which sets new standards for irrelevant pedantry. The titles of periodicals are eliminated from the index. Perhaps Baker has lived with these letters for so long that he can no longer see them in relation to a reading public. As Hemingway's world becomes historical, the need grows for a serious attempt to pick up references, some of which would scarcely have needed mentioning a generation ago.

Hemingway's claim to be an anarchist will come as a surprise to those who recall what bitter hostility he showed to the anarchists in *For Whom the Bell Tolls*. It was alien to Hemingway's character to have sponsored, or even quite understood, what Orwell saw in the streets of Barcelona early in 1937. It may have been an ex-Etonian to savour egalitarianism to the full. Wyndham Lewis observed in 1934 that "It is difficult to imagine a writer whose mind is more entirely closed to politics than is Hemingway." His letters do not truly explain what it was that appealed to him about anarchism, other than that it represented an irritable rejection of politics as such, nor is his decision to make anarchists the chief villains in *For Whom the Bell Tolls* explicable either within the terms of the book itself or within his personal experience. Cold-blooded murders committed by Moors and Insurgents in Spain are mentioned in passing; Robert Jordan knew it was better to commit suicide than fall into their hands alive. But by comparison Pilar's long narrative of the drunken murders committed by Pablo's gang is far more prominent. Her story goes on for thirty pages. Stanley Weintraub thinks that Hemingway achieves an "ironic balance" of brutalities, but the weight and detail of anarchist violence and unreliability far exceeds anything else in the narrative. The book was written after the civil war was over, and there is a willingness on Hemingway's part to blame the anarchists for the defeat which organization and discipline might have prevented. Paradoxically, a lifetime's experience of the betrayals of teachers, parents and friends left Hemingway well-prepared for the betrayals which the Communists found everywhere around them in Spain. Their propaganda was perfectly suited to his temperament, and he remained silent while others joined in the renegades' chorus. There never was a better fellow-traveller than Hemingway in Spain.

"War is the best subject of all," Hemingway wrote to Fitzgerald in 1925. "It groups the maximum of material and speed and action and brings out all sorts of stuff that normally you have to wait a lifetime to get." Guns and hunting had long provided a play or surrogate version of war for him. At times he thought of everything in terms of hunting and shooting. "I've got the gun," he assured Arnold Gingrich, editor of *Esquire*, thinking of his memoirs, "and it's loaded and I know where the vital spots are and friendship

continued on next page

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The Serb's friend

The Making of a New Europe: R. W. Seton-Watson and the last years of Austria-Hungary by Hugh and Christopher Seton-Watson. Methuen, £25.00. ISBN 0 416 74730 2

No British historian of the twentieth century had more direct impact abroad than R. W. Seton-Watson. Together with his friend and collaborator, H. Wickham Stead of *The Times*, Seton-Watson became the voice of the subject nationalities in Austria-Hungary, learning their customs and writing their histories. He helped to found relief organizations for them and chaired parliamentary pressure groups. Monuments to him are the School of Slavonic and East European Studies of the University of London, his more than twenty books, and now this remarkable study.

His two sons, Hugh and Christopher, combine different parts of their father's heritage and both are professional historians of international reputation. They have the linguistic and technical skills to assemble their father's papers and to place them in the precise diplomatic and political context which they need. The book is not in the ordinary sense a biography. It ends when Seton-Watson's political effectiveness ends, but it is biographical, because the authors allow their father and mother to speak directly to the reader through letters and diaries. Hence the book is a kind of source book which I would recommend to undergraduates who have to write essays on the Austro-Hungarian monarchy, the causes of the First World War, the 1919 conference at Versailles and so on. It offers a personal, vivid and politically precise insight into such topics.

The general reader, on the other hand, may find parts of the book dense. There are a very large number of Slovene and Slovak politicians who appear on these pages and, in spite of a good index, I felt at times as lost as I do among the patronymies in Russian novels. Masaryk, however, is unforgettable.

When Masaryk arrived in London in April 1915, there was only Seton-Watson to meet him on the platform at Charing Cross. There were no porters either (in this respect things have hardly changed) and to haul Masaryk's heavy trunk full of books themselves. When Masaryk returned to London three and a half years later, the Grenadier Guards played "See the Conquering Hero Comes" and Seton-Watson was part of a huge crowd of important persons waiting to salute the President-elect of the new Czechoslovak Republic. It is characteristic of their relationship that Masaryk insisted that Seton-Watson ride in the official car as it made its triumphant way through London. More triumphs followed. The Rumanian Parliament gave Seton-Watson a standing ovation from preceding page

aside there's a certain damned fine feeling of superiority in knowing you can finish anybody off whenever you want to and still not doing it. Hemingway carried a Tommy gun on board his boat at Key West, and used it to kill sharks. He was invited to a party in Venice in 1930 at which his host organized a statue-shooting entertainment. Hemingway noted with pride that his wife Mary "shot the big guns beautifully and did not even have a sore shoulder". At times his letters are catalogues of fish caught and animals killed.

Finest life you ever saw. We caught 32 swordfish last year... I like to shoot a rifle and I like to kill and Africa is where you do that. Like to get very tired too with nothing connected with my head and see the animals without them seeing you. If Hemingway brought war to his sport, his experiences as a hunter

tion during his visit to Bucharest in 1919, and cheering crowds greeted him in Belgrade. One central character in the book is the journal *The New Europe* which Seton-Watson founded, edited, nursed through four troubled years (1917-21) and largely financed himself. In one letter he admits that he had put £5,000 into the venture and had lost it all. The evidence in the book makes plain that *The New Europe* had an enormous impact on the nationalities question in its years of publication: it was the journal to which one had to turn for expert, if not entirely unbiased, comment.

The bias which Seton-Watson developed - as one Viennese friend remarked "Seton is more Serb than ever" - was not always there. He began his studies of Austria-Hungary both pro-Habsburg and pro-Magyar, but the more he saw of the Magyar establishment, the more oppressive and corrupt he found it. He became, in time, a fierce anti-Magyar and ultimately an enemy of the Austro-Hungarian empire itself.

The puzzling thing is how ferociously he fought. Seton-Watson came to hate Magyar domination with what amounted to an almost blind loathing. Perhaps an explanation might be found in the barely suppressed Scottish nationalism in his nature. In speeches and articles he often said that he could understand the aspirations of the "little nations" because he came from one himself. The Scottish roots were never covered up. He summured in Scotland and kept a base of sorts there all his life, and he wrote with intensity and real literary flair of his Scottish childhood.

Seton-Watson was a romantic. He loved "culture" in a way very characteristic of the early twentieth century - like Bartók and Kodály, finding it among the peasants. He was "thrilled to the core" by Slovak peasant music and art, by the songs and stories round the camp fire in wooded Slovak hills, by the lilt and twang of Rumanian gypsy music. Above all, he loved human speech, and he came in time to acquire good French, German, Italian, Slovene, Magyar, Croatian, and some Rumanian, Rumanian, Slovakian and Czech. His appetite for linguistic culture was never satisfied.

When in 1769, J. G. Herder published his *Ueber den Ursprung der Sprache*, he argued that every Volk, or people, had a *Seele*, or soul, which expressed itself in its language, or *Sprache*. If Herder was the father of modern romantic nationalism, R. R. Seton-Watson was among its most distinguished sons. It was precisely that romantic nationalist faith that made Seton-Watson not just a great historian but a great propagandist for minority cultures.

Jonathan Steinberg

Jonathan Steinberg is a fellow of Trinity Hall, Cambridge.

BOOKS

Law or convention?

The Rule of Law: Albert Venn Dicey, Victorian Jurist by Richard A. Cosgrove. Macmillan, £15.00. ISBN 0 338 30707 0

Professor Cosgrove's study of A.V. Dicey provides the first full-length outline of his life and work, though it concentrates more on the work than on the life. There is a great deal about the development of his views on Ireland and relatively little about his tenure of the Vinerian chair or his life as an academic at Balliol, Trinity and All Souls, or his friends or his marriage or his travels. However, it may be that since Ireland played too large a part in his life there is something to be said for an account of it to be arranged as a prelude and postscript to the Home Rule Bill of 1914.

It emerges that Dicey failed to realize the major ambitions of his life in the way of judicial and political advancement, that the academic recognition that he received never fully reconciled him to his failure to make his career on the bench or in the House of Commons. Nothing about his life, in fact, seems to have induced in him any very high degree of satisfaction or meritment, between his wedding in 1872 (during which he pondered the legal question at what precise time the marriage contract became binding) and the capitulation of Lloyd George to the miners in 1920. This invertebrate melancholy was evidently not due - as the slightly misleading chapter heading "The Balliol Years 1835-1861" might suggest - to his having had the longest recorded undergraduate career in that institution, for even of his academic work he did not speak with any excessive warmth. "I have done little good to the world," he wrote to his wife, "but I have tried my best with the Professorship". In fact he had done well by the chair and much for the teaching of law in Oxford.

In assessing his work Professor Cosgrove remarks that Dicey's reputation stood highest during his life "but has now declined sharply". That verdict needs to be contested, or at least measured. Indeed it can be, from the summaries that Professor Cosgrove gives of Dicey's major doctrines. In so far as Dicey's views have been contested it has not been the result of any clear-headed general reassessment of his work as a whole, but the outcome of a longstanding but miscellaneous collection of criticisms, of particular these, particularly those deriving from his attitudes to administrative law in France and governmental discretion in England. It has been suggested that his conception of the constitution derived more or less directly from his mid-Victorian Whig-Liberal principles and also that his conception of law was Austrian and overly narrow.

But a good deal of this argument is thin or inconclusive. If we scan the major themes of Dicey's *Introduction to the Study of the Law of the Constitution* two of them - the sovereignty of Parliament and the relations between law and convention - have very little obvious connexion with individualism or liberal political doctrines. On

sovereignty Dicey's views have been developed and various controversies started on the basis of those developments and their application to problems not considered by Dicey. But his views have not been superseded and his description of the authority of Parliament still represents the general orthodoxy. On the third theme, the rule of law and equality before the law, it is possible to object that his description of the legal system is incompatible with the existence of the then immunities of the Crown from suit and the subsequent immunities of the trade unions. Dicey certainly underplayed the former, but after 1905 not the latter.

Much criticism of Dicey has focused on his separation of law and convention, but here Dicey can in part be defended. Three separate issues need to be distinguished. One is Dicey's definition of a convention of the constitution, another is his thesis about obedience to conventions having basis in legal sanctions; and a third, the question of whether a clear separation is possible between the legal and the conventional. Professor Cosgrove's summary of Dicey's views makes decision easier. On the second question the criticism voiced by Sir Ivor Jennings that "conventions are rules whose nature does not differ fundamentally from that of the positive law of England" is more muddled than Dicey, and rests partly on the supposition that because a number of propositions apply equally to two different things they can be regarded as essentially or fundamentally the same. The confusion is leading good men away even yet in more than one part of the Commonwealth.

Professor Cosgrove argues that on topics outside his own expertise Dicey was paradoxically dogmatic and self-opinionated - an inclination that contrasted strongly with his modesty and self-deprecation on legal and constitutional matters. There seems some justice in this accusation. But the division between constitutional matters and the various issues on which Dicey wrote and corresponded forcefully is not a clear-cut one and many of these issues (Ireland, trade unions, and votes for women, for example) the line between quiet expertise and noisy dogmatism is neither easy to draw, nor one that other All Souls professors have negotiated with perfect decorum.

If Dicey's reputation did indeed decline sharply it was an ill-merited decline, and Professor Cosgrove's account is more favourable than his initial judgment. James Bryce said of Dicey that he had "the power of bringing out certain main points with perfect clearness and convincing force". Harold Laski called him "the most considerable figure in English jurisprudence since Maitland". But words from one who was no friend to Whig ideology.

Geoffrey Marshall

Dr Marshall is a fellow of Quai College Oxford.

In the description of the interrogation and murder of a captured German soldier, Hemingway writes that he disappeared, leaving only the sad braggart "Pappy".

One time I killed a very snooty SS kraut who, when I told him I would kill him unless he revealed what his escape route signs were, said: You will not kill me, the kraut stated. Because you are afraid to and because you are a race of mongrel degenerates. Besides it is against the Geneva Convention.

What a mistake you made, brother, I told him and shot him three times in the belly fast and then, when he went down on his knees, shot him on the top of his head. The next SS I interrogated talked wonderfully...

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BOOKS

Scientific transformations

Science, Revolution and Discontinuity by John Krige. Harvester Press, £18.95. ISBN 0 85527 625 8

This book sets out to construct a philosophical theory of revolution and revolutionary change. Using a structuralist approach, the author attempts to develop a theory in which revolutionary change is accounted for in terms of struggles to create a new order by the critical transformation of established systems. This belief in critical transformation seems to be reflected in the strategy of the book, the first three quarters of which is a provocative critique of existing theories of scientific change, individual chapters being devoted to the work of Popper, Lakatos and Feysabend. It is perhaps surprising that so much of the book is devoted solely to criticism but that said, the critique is interesting, thorough going and crisply written.

Krige's argument is that all these theorists fail to account for the process of change, as they rigidly demarcate the context of discovery from the context of justification and then, supposedly acting as objective spectators, restrict their discussion of science to the latter. Nevertheless, in attempting to theorize the actual practice of scientists, Krige feels, they are inevitably compelled to take a participant's perspective. This, in turn, leads to contradiction and incoherence.

These accusations are, in the main, justified and do go a long way towards accounting for the often rather obvious discrepancies between such theories and the actual practice of science. Many will sympathize with Krige's argument that a serious flaw in these theories is their apparent insistence that reason has to be equated with the processes of reasoning revealed in the context of justification.

In the final quarter of the book, Krige proceeds to the discussion of his theory of change and develops an interesting attack on the continuity thesis. He detects, rightly, a tendency on the part of its proponents to identify the history of disembodied systems of thought. But his own case study does

not take him to the context of discovery as we are led to expect, but starts and finishes with Koyré's *Galileo*: as Koyré believed the history of science to be the history of scientific ideas, it is not immediately obvious why it should be thought possible to break out of this particular trap by such a route. If philosophers and historians like Shapere and Chaggett are correctly charged with failure to appreciate that the formulation of a scientific theory is a social activity, to what extent can it be claimed that Koyré avoids this fault? What role is played by technology, art, music, economics or social context in any form in Koyré's thesis? All this relates back to a more central question - how far is it possible for Krige to construct a theory of change that successfully fuses some of the disparate perspectives of Marx, Koyré and the structuralists?

If we accept, as many will, that we need to study the context of discovery in order to understand the process of scientific change, then we cannot simply rely on the work of earlier historians but need to gain the participants' perspective by direct study of the historical materials. Krige relies on the work of Koyré and Chaggett, which for all its merits, is already somewhat out of date and, in places, seriously flawed. Nor is it immediately clear on what grounds it could be argued that these scholars based their interpretations on materials related to the context of discovery, our understanding of which has been radically transformed over the past decade by the work of Drake, Wallace, Crombie, Gullazzi and Wisn, among others. Much of this latest work reveals the general weakness of Koyré's thesis.

Krige emphasizes that to establish the rationale of a historical agent, it is important to ask what his reasons for a particular course of action in the context of discovery were. He argues that Galileo's achievement is best understood as the consequence of his aim to demolish Aristotelianism, which in turn, is explained as part of a programme to establish Copernicanism. But can this be accepted as an explanation for rational action, or is it only an identification of a new set of problems? The claim, which is taken

from Koyré, that Galileo began from a belief in Copernicanism, has no substantive evidence to support it. Again, the idea that the essentially negative programme of demolishing Aristotelianism played a major role in the construction of the new theory, has little explanatory power, and is, frankly, implausible in the light of the evidence: factors from a range of social contexts played significant positive roles in the development of the new science of motion.

The theoretical problems of Krige's thesis look even more acute. When examined in the context of his central thesis of radical-critical transformation, two major problems remain. There is the dual task of showing, theoretically, how the Copernican programme could have led to Galileo's new mechanics and then of locating evidence for this (unfortunately there does not seem to be any). Then there is the crucial task of accounting, rationally, for Galileo's acceptance of Copernicanism. As it stands, Krige's thesis of critical transformations is not shown to account for theory change at all in that the motor of change is claimed to be Galileo's belief in Copernicanism, which only at one remove then led to the critical transformation of Aristotelianism. What Krige still needs to do is to account for Galileo's acceptance of Copernicanism.

Krige rejects the accounts of Kuhn, Lakatos and Feysabend as essentially irrational, relying as they do on acts of conversion or aesthetic considerations. But Krige's dilemma is hardly surprising in view of his reliance on Koyré, who does, after all, emphasize that both Galileo and Copernicus adopted their views for metaphysical reasons and in spite of the weight of evidence. How far is this view from that of Kuhn, Lakatos and Feysabend? If we intend to challenge this view, as Krige does, then surely we need to look at the context of discovery again, beginning from scratch.

Ron Naylor

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Rejoicing in insects

Entomology by Cedric Gillott. Plenum Press, \$42.50. ISBN 0 30 40366 8

The insects are remarkable animals, interesting to many different kinds of biologists. Their countless species, more numerous than all other living organisms together, pose problems of phylogeny and classification that will occupy taxonomists for ever. The intricacies of their structure and function have often been unravelled only through the most sophisticated observational and experimental techniques. They play a major role in all the important terrestrial and freshwater ecosystems, and they offer examples by which theoretically minded ecologists can test their hypotheses. Selected insect species have long provided model systems that appeal to students of biophysics, genetics and developmental biology. And, of course, the activities of beneficial and injurious insects impinge directly on man in his quest for food, shelter and freedom from disease.

Clearly the prospect of writing a textbook that will adequately reflect all these diverse aspects of insect biology is enough to daunt even a team of specialists. That the task should be attempted by a single author suggests an impressive act of faith and provides hostile critics with an opportunity to marvel at his presumption before seizing on every lapse they can detect. Dr Gillott certainly cashes his net widely and of his nearly 700 pages of text, an evolutionary introduction takes up about 50 pages, followed by 25 pages on external morphology and then a substantial taxonomically arranged section of 230 pages, in

which the classification and biology of each order is discussed down to the level of its main families.

A serious major portion of the book (184 pages) provides a unified treatment of the anatomy, histology and physiology of the main organ systems of insects, and reproduction and development occupy a further 90 pages. Insect ecology is dealt with rather briefly - some 60 pages divided equally between the influence of external physical factors and the role of biotic interactions, with a final 40 pages on all aspects of applied entomology.

There is no doubt that the book explores a wider field than any comparable work addressed to advanced undergraduate and early postgraduate classes. Equally, there is no doubt of the author's debt to previous, more restricted textbooks. The account of insect morphology owes much to Snodgrass, the taxonomic sections to Imms, and the physiological treatment to Wigglesworth and Chapman. Inevitably, the reliance on these and other secondary sources - reviews and specialized monographs - can be seen throughout the book and there are places (though not many) where the author seems content to repeat the conclusions of others without evaluating their evidence.

About 600 references are arranged in sections through the text, almost all in English; they are mostly good, but not always the best. More disappointing, perhaps, is the relatively small space allotted to ecology, especially population ecology, and to applied entomology. On the other hand, the book has very definite merits. It is clearly and interestingly written, well organized, and effectively illustrated (despite the familiar

appearance of many figures). It is factually accurate and the interpretation of debatable issues seems generally sound. It often touches on intriguing recent developments in ways that will convey to the student an impression of continuing research, and it carries some matters beyond the stage reached in earlier textbooks.

Essentially, however, over three-quarters of the book deals with the structure, functions, classification and development of insects. In these fields it provides more than enough for the undergraduate, but it is precisely in these fields that other entomological textbooks are so readily available. Whether the integration of this traditional material and the addition of a few short sections are enough to justify the author's hope that he has provided a balanced guide to the entire realm of modern entomology may perhaps remain a matter of opinion.

It will no doubt be a long time before anyone else is bold enough to attempt such an ambitious task and omniscient enough to succeed beyond all question. Until then one is left with the choice of recommending either two or three other textbooks which, between them, cover most of the field at greater depth, or this one by Dr Gillott which, despite some shortcomings, is probably nearer to the ideal one-volume comprehensive advanced textbook of entomology than anything else available.

R. G. Davies

R. G. Davies is reader in entomology at Imperial College, London, and joint author, with Professor O. W. Richards, of Imms' General Textbook of Entomology.

Electrical machines

Direct Current Machines by M. G. Say and E. O. Taylor. Pitman, £7.50. ISBN 0 273 01219 3

Perhaps the best I have read on this subject, this excellent textbook is primarily intended for electrical engineering students. There are, however, many things which practising engineers will find very useful. Although intended as a standard textbook, the treatment of the material is very different from many other texts.

The book describes and analyses in logical sequence almost every type of d.c. machine one might come across in practice, ranging from clutches to superconducting machines and from micro-machines to huge machines of large power. All aspects are covered, from basic principles up to design and construction techniques. Because of the vast amount of information included the book is necessarily concise. However, for greater clarity, some of the material could have been explained more elaborately.

Solving engineering problems helps clear away confusion or clarify areas of misunderstanding for the student. The authors have therefore included a large number of solved problems, although beginners may not find some of them easy to follow. Current literature has been well researched; it is rare in standard textbooks to find the very latest relevant work referenced.

Chapter one introduces basic principles of flux, torque production, commutation and the mechanical system. Chapter two considers the various forms of machine, relationships between output and physical dimensions being shown for different configurations.

The chapter on magnetic circuits is well balanced but is a little short on practical examples. However, the design of what are often non-linear magnetic circuits is perhaps a bit

beyond the scope of this book. Chapter four describes wave and lap windings (briefly), and the calculation of inductions, although some formulae are not derived. The authors manage to discuss the very difficult problems of commutation and its improvement in a very clear way.

Steady-state and transient performance are discussed and a number of good examples are included. I have some reservations on the chapter dealing with "conventional" methods of industrial motor control. However, a very good description of the principles of electronic control is given, although the use of on-line computer control is not treated.

Most of the sources of loss are listed and the effect of cooling methods on heat dissipation is discussed. The treatment of control characteristics is based on a generalized machine model. The discussion of motors for control assumes a knowledge of transfer functions. The discussion of special machines is brief. Although the chapter on construction and design is necessarily incomplete, it does give a taste of such important matters.

K. J. Binns

K. J. Binns is reader in electrical machines at the University of Southampton.

Correction

In James Russell's review of Johann Turner's *Made for Life* (page 15, April 24), the introductory paragraph should have begun: "It is well to bear in mind the distinction between wisdom and knowledge when reading books on developmental psychology. In such a context wisdom is eclectic, humanistic, pragmatic and discursive; anything that lends intelligibility is grist to the mill".

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I. MacDonald and T. Couchman

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Bob and Linda Tuckey

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BOOKS

Declaring the values

Values in Social Policy: nine contradictions
by Jean Hardy
Routledge & Kegan Paul, £4.95
ISBN 0 7100 0782 5

The Right to Welfare, and other essays
by T. H. Marshall
Heinemann Educational, £13.50
ISBN 0 435 82587 9

As student psychiatric social workers in the mid 1950s we used to scan the professional literature and attend to formal conversations playing "Hunt the Value Judgment". It was not altogether clear what we should do when we found one (except perhaps express a knowing satisfaction), but we were fairly confident of what we were looking for. A modified version of this game has recently come into use in the praiseworthy effort to give the study of social policy a more sustained philosophical and comparative treatment: it is called "Declare the Values". The general idea is that either behind or in every action, policy and programme (or, as Jean Hardy enlarges it, "every decision and every personal encounter") there is an easily discernible "value", and stating what the value is or the values are will explain or at least provide significant additional information about the action, policy, and so on. These two new books are concerned in their different ways with "values" in social welfare, how they should be viewed and what work we, as values, should expect them to do.

Hardy has hit on the useful device of comparing values in pairs, though some time ago Bowers drew attention to "both-and" values (for example, self-help and mutual aid) as constituting a crucial aspect of the social work value system. The nine values in social policy chosen are: authority versus liberation; representative versus participatory theories of government; needs and resources; the family - the basis of society or the root of all its problems; bureaucracy versus professionalism; decision-making - rationality versus negotiation; the

individual versus the community; equality versus freedom; the personal versus the political. Clearly, none of these topics is without interest (and each is well considered, within very constrictive space limits, in the light of recent theoretical work), but exploration of the grounds for choosing this set of pairs would have produced useful results, particularly in view of the author's rather paralysing observation that "the list of contradictions is endless and personal". If, as Michael Oakeshott noted, "For most of us valuation is an almost unreflective process", then coming to identify those beliefs and purposes that actually guide or constitute our actions is of considerable importance. Especially is this so if - as Hardy - the object of that self-knowledge required of workers in welfare is now seen less in terms of residues of early family experiences and more in terms of "values".

Hardy's intention is to produce a treatment that is of some practical use and moves beyond the simple presentation of a list of values. She has some notions of values as "working", "forming a system", and so on, but these remain implicit. More importantly the idea of "contradiction" central to her enterprise, remains elusive. Sometimes it seems to be assumed that it is concepts that are somehow in a contradictory relationship, but in other parts of the book we glimpse contradiction as between social forces or between positions (in relation to the family). Contrary, as opposed to contradictory, relationships are never mentioned. Throughout the strong notion of contradiction is used as a synonym for conflict, "basic dynamic". It is perfectly possible for each of these relationships to obtain, but bewildering if no distinctions at all are made between them.

Distinctions of the kind required, and an approach very different from that provided by "contradiction", can be found in the most important of T. H. Marshall's essays ("Value Problems of Welfare-Capitalism" and its "afterthought"). Marshall is

Noel Timms is professor of social work at the University of Newcastle upon Tyne.

Counselling the divorced

Surviving the Breakup: how children and parents cope with divorce
by Judith S. Wallerstein and Joan Berlin Kelly
Grant McIntyre, £10.95 and £4.95
ISBN 0 86216 025 1 and 026 X

This is a valuable book both for academics interested in a wide variety of social and psychological issues associated with divorce, and for counsellors and policy-makers concerned with divorce as a social and personal problem. It reports the results of a detailed, five-year, longitudinal study of 60 divorcing families, who approached the counselling service set up by the authors. The close and sustained relationship that the authors were able to develop with the whole families, enables them to reveal the tremendously complex and contingent consequences of divorce, in such detail that no review can do more than sketch the barest outline of their more significant findings.

What clearly emerges is the sheer force of the trauma that overtakes such families at all levels. Psychologically, there is the all-pervading sense of rejection and abandonment, especially for the children, who find their previously taken-for-granted world suddenly and incomprehensibly transformed into an unknown and frightening place. Socially, divorce involves an equally sudden transformation of relationships within the family, not least because of the hostility that now erupts between parents, often exacerbated by litigation.

Not surprisingly, children often feel themselves caught in between their parents, especially when the custodial parent seeks to enlist them in an alliance against the other parent. Economically, too, divorce quickly imposes changes upon the family with the

almost inevitable decline in material well-being prompting the mother to return to work, placing the child with a child-minder, and necessitating a move to cheaper accommodation.

If the degree of trauma seems relatively common to all families in this study, the exact form that it took was not. Indeed, what this study clearly shows is that divorce is not a simple, single phenomenon, but a complex one, the consequences of which are dependent upon a wide variety of intervening variables, most notably the age of the children. Nowhere is this complexity and contingency more apparent than in considering the long-term consequences of divorce, for what the authors show is that divorce is not an event, but a process extending for many years after the rupture. They document the always painful and sometimes tragic process of these families attempting to pick up the pieces of their shattered lives and establish, once again, a sense of equilibrium.

For many the prognosis does not seem to be too bad, for with the reduced hostility between parents and their gradually improved self-esteem, the atmosphere in the families becomes less oppressive and children begin to lose their sense of rejection and fear of abandonment. For a significant minority there is eventual remarriage which, though it too has its complexities and contingencies of adjustment, seems successful for most. On the other hand, there are those who remain embittered and depressed and who, therefore, continue to impose burdens upon their children for whom the anxieties of the early stages of the divorce remain. What seems crucial for the long-term success or failure of adjustment to divorce, is the ability of the parents to cope so that there comes a point at which the divorce is felt to be over and

done with, rather than a continuing source of disruption.

Apart from these broad patterns of adjustment, the authors also reveal many of the intricacies of the experience. For example, they give welcome attention to that much neglected figure, the non-custodial parent, usually the father, whom they find to be of continuing importance for his children and for their successful adjustment and continuing development. They point to the novelty of the part-time parental relationship and of how different patterns with varying consequences for both. Again, the situation is complex: it does not depend, for example, upon a good pre-divorce relationship between father and child, since some of these fathers feel so depressed or guilty after the divorce that visiting their children is just too painful for them, with the result that their relationship with their children can be suddenly transformed into a vicious spiral of misunderstanding and mutual rejection.

There is very much more that this book tells us about the divorce experience, leaving us eager to know even more, for given the sampling frame of those who sought counselling, we cannot know whether the picture the authors paint is particular only to such people. Do those who did not seek counselling find the whole experience much less traumatic? We do not know, but if Wallerstein and Kelly have done no more than what our appetite for more information and provided an arsenal of relevant questions to ask, they have made a significant contribution.

P. A. J. Waddington

P. A. J. Waddington is lecturer in sociology at the University of Reading.

BOOKS

Children in distress

A Bridge to Independence: the Kent family placement project
by Nancy Hazel
Blackwell, £9.95 and £4.95
ISBN 0 631 12943 X and 12596 5

Kids at the Door: a preventive project on a council estate
by Bob Holman, with Dave Wiles and Sandle Lewis
Blackwell, £9.95 and £4.95
ISBN 0 631 12586 8 and 12587 6

A Place Called Hope: caring for children in distress
by Tom O'Neill
Blackwell, £9.95 and £3.50
ISBN 0 631 12963 4 and 12654 6

Books on social work do not usually have titles that sound as if they belong to novels, but there is nothing fictional about the contents of these three contributions to a series called "The Practice of Social Work". The story each one tells is nevertheless quite as absorbing as good fiction, and furthermore sheds a great deal of light on some of the murkier corners of our services for children, past and present. Each book, also like many good novels, provides a moral or two on which the reader may ponder and which ought to influence those who are planning services for the future.

Nancy Hazel describes a project in Kent, now widely emulated, in which 156 difficult adolescents of both sexes were offered "time-limited treatment placements" in foster homes specially selected for the purpose, usually as an alternative to residential care (which the author and her colleagues had concluded was generally undesirable because of its negative effects). These special placements were also cheaper than

residential care. The progress of the scheme is well described, and there is some particularly illuminating case material drawn from written accounts by both foster-parents and the adolescents placed with them. Funds were not available for formal evaluation of the project and doubts remain about the extent to which it was successful in the long term. It certainly seemed to work as a holding operation and since most adolescents, as the author points out, tend to outgrow their difficulties by their early twenties, the fact that about three quarters of the children were considered by the project workers to have benefited to some extent during their placement can be seen as a positive outcome. Those whom the project failed to help appeared to be children who were difficult to treat in any environment, some of whom clearly needed the boundaries of a secure residential establishment.

Both Holman has a different perspective on the difficult adolescent, preferring prevention to cure and concentrating on means of keeping children in their own homes to help avoid the catastrophe of family breakdown, the results of which are so apparent in Hazel's account. Abandoning what to many would be a comfortable university chair and inspired by Christian conviction, Holman took his family to live on a housing estate at the edge of an English town and worked from home as a community social worker. He quickly established himself and went on to recruit volunteers and eventually co-workers to assist him in trying to improve the quality of life for young people in an area lacking facilities and isolated from the town centre. He describes a range of activities, events, excursions and holi-

days and provides a wealth of detail about the young people themselves, mostly boys for whom the risk of a court appearance was never far away. Holman's work soon commanded the respect of the local bench and he was thus successful in preventing a number of young people from being sent away from home, as well as helping many more to find new meaning in life and to prepare more adequately for adulthood. This is an honest and mostly realistic account of a mixture of social work, youth work and community work, demonstrating what might be rather than what is usually found in all three spheres as far as adolescents are concerned.

Tom O'Neill has also worked with adolescents, albeit in residential care, but his claim to be heard has a much stronger basis than that. Any-one familiar with British child care legislation will know that the 1948 Act which established local authorities' responsibilities had its origin in the findings of an inquiry into the tragic and cruel death of a child at the hands of foster-parents. That child was one of O'Neill's younger brothers and his book is a deeply moving account of the family's existence and break-up at that time and also subsequently, together with some of his own experiences of residential care from both sides. It was many years before he was able to talk to others (including his own family) about what had happened to his brother Dennis and the rest of them; even longer before he could be persuaded to write about it. He has every right to feel angry and bitter but has courageously mastered these negative emotions and transformed them into a desire to care for needy and deprived children and offer them the hope that he was fortunate enough to find eventually for himself. O'Neill writes with equal passion and commitment about residential care, showing both how not to do it and how to do it successfully, thereby offering a challenge to Hazel's views on its undesirability.

Standards of public child care have undoubtedly risen since those dark days of the 1940s but these books show that much room is still left for improvement. All three authors are remarkable people, with strong convictions and a firm commitment to care for needy and helpless children and young people, even when the work involves and sometimes dominates their own private lives. They show that others can be helped to work in a similar way but also imply that successful child care requires the inspiration of an extraordinary person to promote it. While such paragons may be rare, there are nevertheless lessons for all child care workers, however humble or elevated, in these rewarding pages.

John Haines

John Haines is social work education adviser at the Central Council for Education and Training in Social Work.

A second edition of Jean Packman's *The Child's Generalist* has just been published as a paperback by Basil Blackwell and Martin Robertson at £5.50, rewritten to include a consideration of events since its first publication in 1975. In her preface the author explains that "the seventies have seen some highly significant developments in policy and practice which require scrutiny and comment" and points particularly to the 1975 Children Act, child abuse scandals and the continuing controversy about how to deal with delinquents.

The first issue of *Critical Social Policy*, a "journal of socialist theory and practice in social welfare", has just been published. It contains articles by Hugh Kerr, Peter Taylor-Gooby, Mary McIntosh and Bob Deacon, and a discussion of local government cuts in the London Borough of Wandsworth. The journal will be published three times a year, at £2.50 per issue, from the School of Social Work, University of Leicester.

MARGARET STACEY and MARION PRICE
Women, Power, and Politics
Tavistock Women's Studies

'How can it possibly be that when women have only had the vote for fifty years that so many of them have become involved in politics?' After attention to the evidence this is the surprising question that the authors felt compelled to ask. They examine this question cross-culturally, historically, and in the context of contemporary social and political arrangements.

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TAVISTOCK

BOOKS

The family as 'queen and prisoner' of the social

The Policing of Families: welfare versus the state
by Jacques Donzelot
translated by Robert Hurley
Hutchinson, £8.95 and £4.95
ISBN 0 09 140950 0 and 140951 9

The Policing of Families has been hailed enthusiastically as a major contribution to our understanding of the enforcement of morals, the social construction of welfare and the crisis of the family. It seems to me that its contribution in each of these respects is, however, quite minor. It is also oblique, allusive and empirically insubstantial. If it really had to be judged in any of those three ways it would have to be judged a thin and unsatisfactory piece of work. Fortunately Donzelot's real concerns lie elsewhere.

Perhaps more than anyone else the French have tended to treat words as things. And accordingly they have had to fight particularly strenuously to emancipate reality from words in recent years. As a close associate of Foucault, Donzelot is in the thick of that fight and the words that particularly concern him are 'society' and 'social'. His book is a work of what might be termed 'socio-etymology' addressed to the meaning of those two words. His argument is that a prolonged and ragged historical practice has constituted a field of action marked out from the economic, the political and the individual, in which certain relations between the economic, the political and the individual are (not least through their very concentration in a special isolated field) decisively ordered. The marking out of the field and its designation as the social is where and how the ordering begins.

Donzelot chooses families as the particular object of his discussion for two reasons. First, writing from Nanterre, he saw 'the major configuration of theoretical research' as dominated by Marxism, feminism and psychoanalysis, and wishing to confront what he (regrettably but unsurprisingly) terms some 'mythical representations that sustain these hegemonic discourses' (the language is pretty much like that all the way through), he seized on the study of families as an obvious and principal point at which their arguments could be focused and related. Secondly, hegemonic discourses aside, common sense and his own experience as a criminologist pointed to the family as the peculiar institutional site of the social in 'advanced liberal' countries. The making of the social as a special reality and world of value revolved in practice around the intrusion of a special type of family as a medium of regulation between the individual and the state: thus constituted, the family is 'both queen and prisoner' of the social and of the whole devious process of 'policing' which historically constructed it.

Four historical case studies form the heart of the book: of nineteenth-century campaigns to preserve children (that is, to define both children and parents); of the establishment at the turn of the century of a first apparatus of public support (and regulation) for (suitably constituted and managed) families; of the elaboration of an apparatus of penology, medicine and social work to determine and enforce the boundaries of the 'normal' family by the meticulous identification and treatment of its 'abnormalities'; and of the final triumphant arrival of psychoanalysis as a means of 'normalization' vastly

more effective than law, medicine or social work. In emphasizing the issues of sociopolitical coordination involved in these episodes the case studies make good Donzelot's aim of drawing attention to matters overlooked by Marxism, feminism and psychoanalysis. The family emerges as much more of a manifold creation than those hegemonic discourses normally allow - a constantly changing outcome of the regulatory efforts of states and classes, moral entrepreneurs and delinquents, men, children and especially women (indeed, 'women beware women' would be a better sub-title for this book than its own rather vacuous one). Located and distilled at the centre of all these diverse projects the family disappears as a social thing and reappears as a medium of (ultimately) political activity.

And through this argument Donzelot closes in steadily on his final question: how to account for the peculiar success of psychoanalysis in establishing itself as the paramount contemporary form of the policing of families? His answer, expressed in his own typically opaque and elusive language, is that psychoanalysis, unlike law, medicine and its other predecessors, all of which turned on quite crude modes of control and constraint, 'brings about a "floating" of social norms and family values'. What he means, of course, is that psychoanalysis, quite uniquely, provides a way of recognizing the existence of problems and conflicts while absolving all concerned of blame, guilt or responsibility; everyone is partly to the problem, but no one is to blame; the problem is in the situation (the family) not the parties to it. A system of images is established which allows individuals to live with,

or in Donzelot's terms 'circulate' between, the contradictory demands of private values and public norms without ever winning or losing in the entire space of existence'. What this perspective does for Donzelot is to allow him to see, clearly and usefully, the regulatory designs cover in the blunder forms of family policy. Unfortunately it also seems to have blinded him to the fact (and this is what makes his book such a questionable contribution to contemporary debates about the social construction of welfare) that a great deal of the policing of families, perhaps the decisive part, proceeds not through the subtle regulation of images effected in psychoanalysis but in quite overt, direct and directly coercive ways: as policing of a much more common-sense type. Whatever psychiatry, social work and juvenile justice may do to construct the family indirectly is surely done a good deal more openly, and a good deal more powerfully in all 'advanced liberal' countries by insurance companies and building societies, by systems of taxation and the organization of welfare benefits, by housing design and educational policy, and, at least, actually by the police. It is an odd achievement of the book that it alerts us to the subtle forms of policing implicit in social policy but distracts attention from the crude, but more compelling, coercion. Psychoanalysts have their part in the drama of the policing of families but it is nothing compared to the role of Chancellors of the Exchequer, Ministers at the DHSS, employers, and, of course, policemen.

This conception of the issue is of course very much in the spirit of Foucault who in several contexts has drawn attention to the creation in

the eighteenth century of a complex of 'biopolitical' technologies, overt and covert, designed to order 'the entire space of existence'. What this perspective does for Donzelot is to allow him to see, clearly and usefully, the regulatory designs cover in the blunder forms of family policy. Unfortunately it also seems to have blinded him to the fact (and this is what makes his book such a questionable contribution to contemporary debates about the social construction of welfare) that a great deal of the policing of families, perhaps the decisive part, proceeds not through the subtle regulation of images effected in psychoanalysis but in quite overt, direct and directly coercive ways: as policing of a much more common-sense type. Whatever psychiatry, social work and juvenile justice may do to construct the family indirectly is surely done a good deal more openly, and a good deal more powerfully in all 'advanced liberal' countries by insurance companies and building societies, by systems of taxation and the organization of welfare benefits, by housing design and educational policy, and, at least, actually by the police. It is an odd achievement of the book that it alerts us to the subtle forms of policing implicit in social policy but distracts attention from the crude, but more compelling, coercion. Psychoanalysts have their part in the drama of the policing of families but it is nothing compared to the role of Chancellors of the Exchequer, Ministers at the DHSS, employers, and, of course, policemen.

Philip Abrams is professor of social policy at the University of Durham.

BOOKS

The precarious lives of four families

A Cycle of Deprivation? a case study of four families

by Frank Coffield, Philip Robinson and Jacque Saraby

Heinemann Educational, £11.50

ISBN 0 435 82145 8

'Deprivation' must be one of the most overloaded words in the language. Semantic (and pedantic) quibbles apart, about who is deprived and what it is they are deprived of, it has to carry in its portmanteau the problems of poverty, inequality, housing stress, urban decay, 'powerlessness', bad health, bad education, large families, one-parent families, inadequacy, fecklessness and a good many more. If we do not have comprehensive policies for the deprived it is not surprising and no bad thing either. 'Deprivation' has also had a debilitating effect on those who study it and write about it, including, since the early days of the Community Development Projects, nervous spasms over the extent to which it is caused by 'structural' or 'personal' factors (or more accurately, among com-

mentators anxious to establish their liberal credentials, the extent to which they are seen to attribute it to one or the other).

A similar sort of nervousness seems to have produced the question mark in the title of this book and in the inverted commas in the description of one of the subjects as 'an inadequate' mother (chapter three). A brave attempt is made to invoke 'structural' causes as contributory to the precarious lives of these four families, but it lacks conviction, not least, it must be said, because the nature of the case studies puts all the emphasis on their personal characteristics. Thus when the authors argue in respect of one of their subjects that,

any undue concentration on ... personality which excluded the wider factors that place his life in a meaningful social, economic and historical setting, would oversimplify the complexity of his current position,

it does not advance our understanding very far nor does it convince us (at least not in this case) that a

policy response in terms of employment policies, economic redistribution or different education policies would represent the best answer for changing that situation.

It is in fact one of the great strengths of this book that it leads us to question, in a way that a statistical exercise could not, what we think the most appropriate policy options ought to be in the face of the problems of these four families. Indeed, the lives laid out here provide salutary reading for anyone tempted to see the answers in the rhetoric of whatever is the current fashion in sociology or social policy. What for example can be done about the 'inadequate' mother of chapter three? As a mother, she is inadequate and it is only our fear of appearing to be judgmental that puts the inverted commas there. She has at times only a tenuous hold on reality; because she has so little control over her own life, she becomes the perpetual victim; whatever becomes of her children (and the book admirably demonstrates, in her case as in the others, that the intergenerational continuity of problems is far from

inevitable), it will be despite and not because of her. Or what of the unemployed (and hardly employable) husband who also has so tenuous a hold on reality that much of his life is lived in a fantasy world? Or the miner with six children part of whose machismo self image it was to drink 12 pints of beer a day, beat his wife and give her 'wages' enough only to cover essentials? These are caricatures of course - no review could adequately convey the wealth of information the authors provide about these four families - but they illustrate the kinds of problems they face and, to some extent, the causes of their problems.

It is hardly surprising then that the discussion of the policy implications raised by the case studies appears so thin. Other than that the recommendations of the Court Report be fully implemented, no specific policy responses are suggested. And indeed it is difficult to see what could be suggested. More, and more continuous social work support certainly is needed by some of the people described here, perhaps even for the rest of their lives. But beyond that,

it is the intractability of the problems illustrated that is so striking.

The question remains of course whether this is what we mean by 'deprivation'. Are these the problems to which we seek solutions? Do these four families represent the kinds of people who are or should be the focus of our concern when we talk of 'deprivation'? There is an unanswerable case for treating the many components which make up deprivation differently so that the most appropriate policy responses can more readily be identified. Perhaps for some of the adults depicted here we can offer little more than support and compassion, but equally it is for their children that we should seek better housing and education, better job opportunities, a more equitable wealth distribution and the bases of a self-respect that their parents have never enjoyed.

John Edwards

John Edwards is lecturer in social policy at Bedford College, London.

Senior citizens

Old People's Homes and the Production of Welfare

by Bledwyn Davies and Martin Knapp

Routledge & Kegan Paul, £11.50

ISBN 0 7100 0700 0

The Elderly in Modern Society

by Anthea Tinker

Longman, £5.95

ISBN 0 582 29513 0

In the twenty years since Peter Townsend's major study of old people's homes, *The Last Refuge*, with its strong argument for the reduction of residential care, the number of older people in such accommodation has actually increased substantially.

At present there are more than 150,000 older people in some form of residential accommodation and the trend is towards a continuing increase in the average age of residents. Although it is often noted that less than 5 per cent of people over retirement age are in institutions, this tends to mask the fact that this proportion increases markedly with greater age. As more people live to very old age, therefore, their chance of encountering life in a 'home' or long-stay hospital greatly increases and there seems little prospect of residential care being replaced by substantial community care for the very frail. In these circumstances it is particularly important that we learn as much as possible about what will improve the quality of life in old people's homes.

One intriguing paradox stems from the fact that people are admitted to residential care on the grounds that they are explicitly 'at risk' (in the sense of being exposed to danger in their own homes) and yet recent statements about life in residential homes advocate risk-taking as an essential component of a high standard of life. Enabling older people to continue to live an independent and satisfying life in an enclosed group involves a complex balancing of protection and freedom: freeing them from unacceptable risks while enabling them to take the risks they themselves choose. Unfortunately our knowledge of how to maintain this balance is limited and patchy, although recent research on measures of quality of life has begun to throw some light on key issues.

Bledwyn Davies and Martin Knapp aim to draw together existing knowledge and arguments in this field to create a model which will describe and evaluate competing theories about what determines the quality of residential life. They set out to describe and evaluate concepts, theories and the associated measurement tools in relation to the quality of care for older people, starting from the basis of a primary concern with the demonstrable relationships between particular kinds of 'inputs' (in the form of resources, environmental provision, staff regimes, and so on) and specific results. They lay particular helpful emphasis on the importance of an individual's feeling of well-being as a measure of success. It is likely that life in residential care will be a second-best choice for most older people, but improvements in the standard of care must be measured not only by their contribution to the economic use of resources but also by the improvement in the individual satisfaction of older people.

Davies and Knapp have already contributed much to our understanding of provision for the elderly: this book represents another thoroughly researched, if densely written, contribution to the use of research findings in the policy context. Its main value will be in the development of policy and research; even though it appears as a 'library of social work' series. As a collection and elaboration of a wide range of ideas it will be extremely valuable reading for residential workers, but since the discussion is slanted towards policy-makers and researchers it will be necessary for residential work practitioners to make an effort of interpretation in utilizing the ideas and over-all framework. This effort, coupled with the high price of the book, may make it less accessible to practitioners than it should be: it can, however, be very highly recommended.

Paul Brearley

Paul Brearley is senior lecturer in social work at the University of North Wales, Bangor.

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Back for a check-up

General Practice Revisited: a second study of patients and their doctors
by Ann Cartwright and Robert Anderson
Tavistock, £11.50
ISBN 0 422 77360 3

In 1964 Ann Cartwright carried out a survey among a random sample of 1,397 patients and 422 general medical practitioners in England and Wales. The results were published in 1967, and the book *Patients and their Doctors*, has since become one of the most widely used and quoted studies of health care in post-war Britain.

The success of the 1964 study was due not only to the meticulous way in which the data were collected, analysed and presented, but also to the representative nature of the picture it painted of the state of general practice at the time. In 1977, Cartwright and her collaborator Robert Anderson replicated many aspects of the 1964 survey, on this occasion interviewing 836 patients and 365 general practitioners.

This new book will be used as extensively as the earlier one, and for the same reasons. Very few studies have been made of randomly selected groups of GPs, and the breadth of material collected, combined with the immaculate precision of the survey itself, will ensure its value as a source of descriptive statistics for many years to come. The book contains 91 tables of statistics, and much of the text is devoted to a description of the main relationships between the variables studied. The whole is written with the superbly careful attention to detail that is a hallmark of Cartwright's work.

The results are sometimes surprising and their implications not always encouraging. In spite of the substantial changes in the organization of general practice between 1964 and 1977, including significant improvements in the terms and conditions of employment among GPs, the reader is more impressed with the similarities than the differences between the two surveys. Of the changes that did occur, some were regarded by the

authors as being for the worse: compared with 1964, for example, relatively fewer doctors and patients in 1977 thought it appropriate for GPs to be consulted about family problems, and the steep decline in home visiting was a source of widespread criticism in the latter survey. Against this, the authors counted as an improvement the greater knowledge that people had about health matters in 1977 and their willingness to be more critical of their doctors.

Yet in spite of its obvious and impressive virtues, the book is not without its limitations. The style of writing is more suited to those who will use it as a reference book than as a commentary on general practice, for the many pages of detailed descriptive statistics, largely unrelieved by theoretical analysis or comment, make it difficult for the general reader to assemble an overall picture from the mass of data. More importantly, the aim of documenting the changes in general practice between 1964 and 1977 required a study that, in large measure, replicated the earlier survey, yet this very requirement has produced a study that by-passes many of the more interesting recent developments in health care research. The application of sociological and economic analysis to health services and the small but significant changes in the conceptualization and measurement of the quality of care in general practice are illustrative of such developments, but they had almost no contribution to make to a study modelled closely upon a 1960s-style survey.

As a result, *General Practice Revisited* will, like the earlier study, occupy an unrivalled place as a source-book of descriptive data about general practice, but it will not really satisfy those who seek a coherent, theoretical basis for explaining and evaluating current trends in general practice.

John Butler

John Butler is assistant director of the Health Services Research Unit at the University of Kent.

Damaged Parents

An Anatomy of Child Neglect

Norman A. Polansky, Mary Ann Chalmers, Elizabeth Buttenwieser & David P. Williams

The battered child is now recognized as a social problem: a more prevalent though less visible problem involves parents who are so indifferent to their children that even physical abuse is too much effort.

For children who have been neglected, disoriented, hungry, loneliness are the norm; never having learned self-respect or social responsibility, they grow up to become neglected parents themselves. *Damaged Parents* reports on the research, policy and clinical aspects of treating this major social ill. By identifying the problem and by proposing comprehensive treatment for these damaged parents, it offers some hope for the future.

May 1981 £9.00

One intriguing paradox stems from the fact that people are admitted to residential care on the grounds that they are explicitly 'at risk' (in the sense of being exposed to danger in their own homes) and yet recent statements about life in residential homes advocate risk-taking as an essential component of a high standard of life. Enabling older people to continue to live an independent and satisfying life in an enclosed group involves a complex balancing of protection and freedom: freeing them from unacceptable

BOOKS

Welfare capitalism

Social Theory and Social Welfare
by Peter Taylor-Gooby and Jennifer Dale
Edward Arnold, £5.95
ISBN 0 7131 6332 1

"To study social administration is to study the state," say the authors of this book. Beginning from the fact that in the UK "government agencies expropriate through taxation and borrowing about half (by value) of the goods produced each year," Taylor-Gooby and Dale clearly demonstrate the material significance of the public sector: one third of the labour force is employed by the state, one half of all households receives welfare benefits, just under half of these relying on them as their main means of support. The importance of the subject is undeniable, and the authors tackle it by reviewing the literature of political and economic theory in order to judge its relevance for social policy and planning. The result is a secondary text likely to be of considerable interest to a wide variety of students.

In part one Taylor-Gooby launches a vigorous attack on the empirical tradition in British social administration, alleging that its "blinkered vision" and "theoretical approach leads to it taking capitalism as given; the result is that the discipline has existed to serve 'democratic welfare capitalism'." After reviewing the alternative perspectives of individualism (very briefly) and institutional reform, he concludes that "structuralist accounts of welfare issues seem best able to explain the central paradox of the welfare state - that social services seem not to solve social problems". This leads him not to his own view that social problems

are indeed, in Kuhn's terms, *problems* rather than *puzzles*, and are therefore by definition incapable of solution, though they can be mitigated or ameliorated. Instead, he optimistically titles a chapter "Cutting the knot", goes on to confront Popper *et al* head-on by talking about "the strengths of historicism", and concludes that Marxist perspectives offer the most fruitful approach to an understanding of the shortcomings of the contemporary welfare state.

Part two is credited to Dale and contains a Marxist analysis of three key concepts - the market, the state and welfare needs. "The welfare state is a concession to appease class struggle... [it] consists of mechanisms giving partial compensation for, or insurance against, the disservices of urban-industrial capitalism." Not surprisingly, she goes along with the view that western capitalism is in a state of crisis, and argues that it can only be understood if it is seen holistically. The book is commendably up-to-date: it has a thumbnail sketch of monetarism, even attempting a definition of sterling M3; it reviews Mrs Thatcher's first year in office, and is surprisingly reassuring about the difficulty she might experience in trying to dismantle the public services, broadly defined; and it predicts that monetarist purity, if persisted in, will result in a left-wing backlash.

The authors have achieved their aim of providing a readable Marxist text on social policy. Where, of course, they fail is in their doctrinal arrogance and in their prescriptions for practice. Others are accused of ideology, and they even speak of

those "of the monetarist persuasion" for all the world as though they were referring to primitive methodists. The Marxist alternative, by contrast, because it is founded on historical materialism, is spoken of as being free from ideology. Others, less academically disciplined than Taylor-Gooby and Dale, might almost have been tempted to go on to present their analysis and its prescriptions as The Revealed Truth. Whether their own political inclinations, however, they end up as honest agnostics: they "do not know" if the vision of freedom suggested as the ideal conception of communism is possible. But they wouldn't take much persuading: "We do know that the notion of socialism as democracy plus a planned economy represents a possibility of the realisation of greater freedom than the welfare state." And, they add grandly, "the rest is history".

En route to this peroration, however, they hurriedly pass over the failure of the post-revolutionary "command economies" of Eastern Europe (they deny them the right to call themselves *socialists*) to avoid welfare contradictions quite as critical as those in the West. They acknowledge but fail to deal with the problem of psychology in Marxism, though when writing about action research they almost unconsciously identify the ultimate dilemma for the anti-liberal: "Society is just not like the natural world. It consists of people who have free wills." And at the very end, they speak of the need to "get beyond bureaucracy and repression if socialism is to succeed". But how? That is the question the book leaves you with. Can we risk abandoning what we have - "This complex, polymorphous, gentle and ambiguous Leviathan"? Taylor-Gooby calls it - for what might just be an illusion?

Martin Davies

Martin Davies is professor of social work at the University of East Anglia.

Lousy conditions

Occupational Survival: the case of the local authority social worker
by Carole Satyamurti
Blackwell, £9.95 and £4.95
ISBN 0 631 12441 1 and 12595 7

One of the regular events in the life of a teacher of novice social workers is to accompany them on visits to social services departments and probation offices, and witness the first big dent in student idealism. What, one of them always asks, is the most important quality needed of a social worker? A continuous flow of tender loving care? Coolness in emotionally charged situations? Sensitivity? Perceptiveness? Not at all. What you most need, comes back the tired response, is the capacity to survive. Sometimes the conversation goes into more detail. Is it very stressful trying to cope with broken families, battered babies and mugged old ladies? Not too bad, we're trained to work with clients. The real problem is how to survive lousy working conditions, rigid bureaucracy, unhelpful management, interfering councillors, disgruntled rate-payers from Tunbridge Wells, and too much work. It comes as no surprise, then, to find a book devoted to the subject of survival in social work.

Carole Satyamurti spent time sharing, observing and discussing the activities of a group of social workers at the start of the 1970s, when they were making the move from cosy children's departments into the reorganized social services. In part, then, her book can be read as history, a detailed case study from the early months of a new personal service era. She tells a dismal story of confusion, inefficiency, bumbling, destructive attitudes and low morale. It all sounds particularly depressing because so much of it remains with us still, and reminds us both of the persistence of our failure to find solutions, and of the fallacy of blaming it on economic austerity. The difficulties were there at a time of relative plenty.

The book does offer a few con-

structive suggestions, but for the most part it is an analysis of how survival is threatened and how workers develop protective tactics. No one comes out well. Clients are manipulative, out for what they can get. Social workers often behave as helplessly as clients, failing to plan in advance, avoiding painful issues and unwilling "to invest much energy in anything that did not concern the here and now". Outside agencies, like social security, have a habit of imposing on social workers, and councillors respond according to the current electoral climate. The book's most persistent criticism, though, is reserved for the supervisory and managerial staff of social services departments. Leadership is weak and preoccupied with procedures, while ignoring important service principles. Social workers "had a sense of being in an organization which was imposing alien ideas... In the situation which they found themselves, and which they experienced stress and overwork, they felt that no appreciation, sympathy or support came from the management group."

None of this is new, and indeed the tendency to carping negativity is a routine characteristic of literature on the social services. Yet Carole Satyamurti writes on the subject with clarity, directness, and above all with the detail and authority which come from living through it rather than just researching it. She offers a convincing picture of social work as, at best, an intensely testing and often nasty job, at worst an occupation with "irreconcilable frames of reference". Her solution to the imbalance of the 1970s, to the worst of social work worlds, sounds seductively like a return to some of the virtues of the good old days.

Bryan Glastonbury

Bryan Glastonbury is senior lecturer in the department of sociology at the University of Southampton.

Reforming the tax system

Taxation and Social Policy
edited by Cedric Sandford, Chris Pond and Robert Walker
Heinemann Educational, £14.00 and £6.50
ISBN 0 435 82789 8 and 82790 1

Personal income taxes and personal income transfers from the public sector are opposite sides of the same coin when viewed from an economic standpoint. From an administrative and policy standpoint, however, decisions on income tax policy and social welfare policy are usually taken by different authorities with different and frequently conflicting objectives. This lack of integration of the income tax and social welfare codes often has consequences which have never intended by the proponents of tax and welfare legislation. *Taxation and Social Policy* is an attempt to explore the overlap and interaction between taxation and social policy in the UK. A collection of papers arising out of a three-day seminar organized by the Civil Service College, the book concentrates on the social policy implications of the direct tax system.

One important objective of social policy is the achievement of a more equal distribution of income, a goal in respect of which taxation and social policy operate in a complementary fashion. The extent to which taxes and public expenditure affect the distribution of income is examined in the first section of the volume. It contains a stimulating paper by Michael O'Higgins which highlights the limitations of approach used by the Central Statistical Office to quantify the impact of taxes and public expenditure. The final paper in this section by Chris Pond deals with the tax system as an instrument of social policy. Tax re-

liefs and allowances are equivalent to cash benefits and can be denoted as tax expenditures. Failure to treat explicit public expenditure and tax expenditures in the same way has significant implications for social policy which have barely been recognized in the UK.

The second section explores the inter-relationships between taxation policy, the tax system being judged mainly by the extent to which it contributes towards horizontal and vertical equity. Most of the analysis contains little of an original nature but the complex interrelations between taxation, social security, housing and pensions are described in an informative and lucid manner. Mike Reddin illustrates the discriminatory tax treatment of the state pension scheme when compared with the occupational alternatives and shows how the present treatment of pensions does little to reduce inequalities. The arguments for the abolition of the married man's tax allowance in favour of individual taxation by Ruth Lister, who calls for a redistribution of the money saved to those with children, on the grounds of horizontal equity and the growing incidence of child poverty.

Three of the contributors propose reforms to the present system. Ken Judge, examining the New Beveridge Plan, summarizes the Meade Committee proposal for such a plan and the strategy outlined by the Child Poverty Action Group. Because its implementation would require a considerable increase in the level of taxation it is unlikely to be politically

acceptable. David Collard discusses the case for a negative income tax as a social dividend, a scheme which has the advantage of simplicity and is guaranteed to get rid of poverty but which is again hampered by one of Cedric Sandford's remarks: the tax credit proposal of 1972, giving a credit account of the 1972 Green Paper proposals followed by a summary of the criticisms contained in the 1973 Select Committee Report. The volume ends with a very brief discussion of the above proposals and recommends a set of policy options, all of a piecemeal nature. Many of these papers bring to the surface major issues of taxation and redistribution which the complexity of the present system tends to obscure. However, before one can put forward proposals for reform it is necessary to ascertain how much redistribution is required and how much the community is prepared to pay for. The way forward in the present economic climate is surely to examine ways in which the system of direct taxation and income transfers might be integrated without additional cost to the Exchequer.

James F. Bradley

James Bradley is lecturer in economics at Queen's University, Belfast.

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Chairs

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Professor J. B. Copas, holder of the chair of statistics at Salford University, has been appointed to the chair and headship of the department of statistics at Birmingham University from October 1.

Mr Kenneth Jackson Davey, senior lecturer in the department of local government and administration and associate director of the Institute of Local Government at Birmingham University has been promoted to the chair of development administration.

Mr Andrew G. Derbyshire, who held the Hoffman Wood chair at the University of Leeds until 1980 and is currently a senior partner in the firm of Robert Matthew, Johnson Marshall and Partners, has been appointed to an external chair of architecture in the department of civil engineering

of the university. He will be contributing to the further development of teaching and research in the department.

Dr J. N. Miller, previously reader in analytical chemistry in the department of chemistry at Loughborough University has been promoted to a chair of analytical chemistry.

Mr Christopher K. Howes, director of the Land Economy Directorate in the Department of the Environment has been appointed professor of land management at the University of Reading from October 1.

Mr Norman Adams, a Royal Academician whose paintings can be seen in the collection of the Tate Gallery and numerous provincial art galleries in the UK, has been appointed to the chair of fine art and headship of the department of art and design at the University of Newcastle upon Tyne from this autumn.

The following have been designated professors of the Polytechnic of Central London: Mr W. C. Hutton and Dr J. R. Leigh, both principal lecturers in the school of engineering and science; Dr D. J. Oddy, principal lecturer and Mr L. Wagner, head of department, school of social sciences; and Dr J. K. Stammers, principal lecturer, school of management studies.

Forthcoming events

The Hero as Engineer is the theme of the Institution of Mechanical Engineers (George Stephenson 150th Anniversary) lecture to be delivered by Mr John van Blommestein, head of the department of mechanical engineering at the Science Museum London at 6pm on June 9 at the institution, 1 Bridge Walk, Westminster. Tickets from the library there. The lecture coincides with the opening of an exhibition on George Stephenson which runs until July 28 admission free.

"George Orwell (1903-50) Some Re-Assessments", a seminar organized by the department of extra-mural studies of the University of Edinburgh will be held on June 13. All the speakers, who include Mrs Jenni Collier and Professor Bernard Kirk, head of politics at Birkbeck College, London, have written on Orwell. Further information from the department, 11 Buxton Place, Edinburgh.

Education and the Press is the theme of a one day conference to review areas like press influence on educational policy, the effectiveness of investigative journalism and public accountability and press freedom. It will be held on June 12 at the North East London Polytechnic, Dunoon House, Stratford, London E6. 15. Speakers include Lord Croft-Hunt, Mr John Lodge, I.M.A. and Ms Paula Lanning of Natfhe. Fee: £20.00.

"Re-orienting for further and higher education in computing", an open meeting organized by the United Kingdom Consultative Committee on Education and Training in Computing is to be held on June 18 at the National Computing Centre, Oxford Road, Manchester. Speakers include Mr M. G. Toole, IBM and Mr Patrick Raymond, group manager, Education and Training Strategy NCC. Fee: £10.

"Scandinavian Education Today", a seminar organized by the English Place Studies Institute in Education at the University of Southampton is to be held June 11 in the university department of education. Speakers include Professor Jacob I. I. to be held June 11 in the university department of education. Speakers include Professor Jacob I. I.

The University of Newcastle upon Tyne's Centre for Physical Education has combined with the Physical Education Association and the Sports Council to present a one-day seminar as a contribution to the International Year of the Disabled, to be held on June 19 at Close House, Healdon on the Wall, Dr Joan Robson from Freeman Hospital will present a paper on the difficulties of the physically handicapped in preparing for life from school.

Diases in Higher Education is the theme of the Society for Research into Higher Education's annual conference to be held from 10-12 December 16-17 at Manchester Polytechnic. The conference is to examine what are the bases in higher education if it is regarded as a service to the community which favours some people above others. What factors disadvantage, inhibit, exclude or discriminate against some sections of the population. Registration details from Mr Peter Jones, Staff Development and Educational Methods Unit, Manchester Polytechnic, Bracken House, Charles Street, Manchester.

"Communication Skills in Modern Languages of School Education", a conference to be convened by the Centre for Information on Language Teaching and Research at the University of St. Andrews on September 14-16. Speakers and topics will be discussed in the context of current developments in schools for foreign language (language departments and teacher education) and on ways of achieving advanced communication skills in the classroom. Details from Helen Lum, CLT, 20 Carlton House Terrace, London SW1Y 5AF.

Open University programmes June 6 to June 12

Saturday June 6

- 8.00 **BC1** 7.18* Advisory Programme for Applicants (1). Admission to the OU Explained.
7.40 The nature and history. Colour Photography (3304 prog 17).
8.00 Introduction to pure mathematics. The Deductive Method (1202 prog 15).
- 8.00 **BC2** 7.40 Contemporary issues in education. The Standards Debate Part 1 (E201 prog 22).
8.20 Numerical computation. The Branch and Bound Method (M351 prog 4).
8.30 Art foundation course. Appearance and Reality (A101 prog 8).
8.40 Curriculum design and development. Yehudi Menuhin School (E201 prog 8).
8.50 Elements of music. Modulation (A241 prog 4).
9.10 Patterns of inequality. Low Pay (D302 prog 10).
9.10 The early Roman Empire and the use of Christianity. Fortification (A201 prog 4).
9.10 Instrumentation. Fourier Analysis and Transcendental Response (T201 prog 4).
9.10 Fundamentals of statistical inference. Estimation (M441 prog 4).
9.10 Drama. "Peer Gynt" (A301 prog 9).
9.10 Allergic form and function. Chicken or Egg? (E202 prog 15).
9.10 Organic chemistry. Organic Chemistry N^o 1 or N^o 2 (E204 prog 10).
9.10 Understanding space and time. Through the Looking Glass (E334 prog 11).
9.10 Geography. Meteorology and Meteorology (E202 prog 10).
9.10* Fundamental concepts in geography. I. Central Place Theory (D204 prog 10).
- 8.00 **BC3** 7.18* History of architecture and design 1890-1930. Persimmon. The Second Tradition of the Twenties (A301 prog 22).
8.10 Personality and learning. The British intelligence Scale (E201 prog 10).
8.10 Music. Introduction to music. The British intelligence Scale (E201 prog 10).
8.10* Thought and reality. Central themes in Wittgenstein's philosophy. Two investigations or One? (A401 prog 7).
8.10* Art foundation course. Fact and Value (A101 prog 8).
8.10* Science foundation course. Nitrogen and the Haber Process (E101 prog 8).
- 8.00 **BC4** 7.18* Materials under stress. Looking at Fracture Surfaces (T331 prog 3).
7.40 Linear mathematics. Normal Forms (M201 prog 10).
8.00* The Italy 1480-1580. The Del Monte Funnery Chapel (A332 prog 4).
8.00* World Politics. The Role of Interest Groups (E201 prog 10).
8.00* Decision making in Britain. Government and Industry. Government and Industrialized Industries (D202 prog 10).
8.00* Economic and social change. Culture and Education (E201 prog 10).
- 8.00 **BC5** 7.18* Open Forum 15.
7.30* Communication and society. The Art of (E203 prog 8).

Sunday June 7

- 7.40* Understanding space and time. Through the Looking Glass (E334 prog 11).
8.00 Images and information. Diffusion in Action (E201 prog 10).
8.00 **BC2** 7.40* Contemporary issues in education. The Standards Debate Part 1 (E201 prog 22).
8.20 Numerical computation. The Branch and Bound Method (M351 prog 4).
8.30 Art foundation course. Appearance and Reality (A101 prog 8).
8.40 Curriculum design and development. Yehudi Menuhin School (E201 prog 8).
8.50 Elements of music. Modulation (A241 prog 4).
9.10 Patterns of inequality. Low Pay (D302 prog 10).
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9.10 Fundamentals of statistical inference. Estimation (M441 prog 4).
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9.10 Organic chemistry. Organic Chemistry N^o 1 or N^o 2 (E204 prog 10).
9.10 Understanding space and time. Through the Looking Glass (E334 prog 11).
9.10 Geography. Meteorology and Meteorology (E202 prog 10).
9.10* Fundamental concepts in geography. I. Central Place Theory (D204 prog 10).
- 8.00 **BC3** 7.18* History of architecture and design 1890-1930. Persimmon. The Second Tradition of the Twenties (A301 prog 22).
8.10 Personality and learning. The British intelligence Scale (E201 prog 10).
8.10 Music. Introduction to music. The British intelligence Scale (E201 prog 10).
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- 8.00 **BC4** 7.18* Materials under stress. Looking at Fracture Surfaces (T331 prog 3).
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8.00* Decision making in Britain. Government and Industry. Government and Industrialized Industries (D202 prog 10).
8.00* Economic and social change. Culture and Education (E201 prog 10).
- 8.00 **BC5** 7.18* Open Forum 15.
7.30* Communication and society. The Art of (E203 prog 8).

Monday June 8

- 8.00 **BC1** 7.40* Organic chemistry. Organic Chemistry N^o 1 or N^o 2 (E204 prog 10).
7.40* Understanding space and time. Through the Looking Glass (E334 prog 11).
8.00 Images and information. Diffusion in Action (E201 prog 10).
8.00 **BC2** 7.40* Contemporary issues in education. The Standards Debate Part 1 (E201 prog 22).
8.20 Numerical computation. The Branch and Bound Method (M351 prog 4).
8.30 Art foundation course. Appearance and Reality (A101 prog 8).
8.40 Curriculum design and development. Yehudi Menuhin School (E201 prog 8).
8.50 Elements of music. Modulation (A241 prog 4).
9.10 Patterns of inequality. Low Pay (D302 prog 10).
9.10 The early Roman Empire and the use of Christianity. Fortification (A201 prog 4).
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- 8.00 **BC3** 7.18* History of architecture and design 1890-1930. Persimmon. The Second Tradition of the Twenties (A301 prog 22).
8.10 Personality and learning. The British intelligence Scale (E201 prog 10).
8.10 Music. Introduction to music. The British intelligence Scale (E201 prog 10).
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8.00* Economic and social change. Culture and Education (E201 prog 10).
- 8.00 **BC5** 7.18* Open Forum 15.
7.30* Communication and society. The Art of (E203 prog 8).

Tuesday June 9

- 8.00 **BC1** 7.40* Organic chemistry. Organic Chemistry N^o 1 or N^o 2 (E204 prog 10).
7.40* Understanding space and time. Through the Looking Glass (E334 prog 11).
8.00 Images and information. Diffusion in Action (E201 prog 10).
8.00 **BC2** 7.40* Contemporary issues in education. The Standards Debate Part 1 (E201 prog 22).
8.20 Numerical computation. The Branch and Bound Method (M351 prog 4).
8.30 Art foundation course. Appearance and Reality (A101 prog 8).
8.40 Curriculum design and development. Yehudi Menuhin School (E201 prog 8).
8.50 Elements of music. Modulation (A241 prog 4).
9.10 Patterns of inequality. Low Pay (D302 prog 10).
9.10 The early Roman Empire and the use of Christianity. Fortification (A201 prog 4).
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9.10 Fundamentals of statistical inference. Estimation (M441 prog 4).
9.10 Drama. "Peer Gynt" (A301 prog 9).
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- 8.00 **BC3** 7.18* History of architecture and design 1890-1930. Persimmon. The Second Tradition of the Twenties (A301 prog 22).
8.10 Personality and learning. The British intelligence Scale (E201 prog 10).
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8.00* Decision making in Britain. Government and Industry. Government and Industrialized Industries (D202 prog 10).
8.00* Economic and social change. Culture and Education (E201 prog 10).
- 8.00 **BC5** 7.18* Open Forum 15.
7.30* Communication and society. The Art of (E203 prog 8).

Wednesday June 10

- 8.00 **BC1** 7.40* Organic chemistry. Organic Chemistry N^o 1 or N^o 2 (E204 prog 10).
7.40* Understanding space and time. Through the Looking Glass (E334 prog 11).
8.00 Images and information. Diffusion in Action (E201 prog 10).
8.00 **BC2** 7.40* Contemporary issues in education. The Standards Debate Part 1 (E201 prog 22).
8.20 Numerical computation. The Branch and Bound Method (M351 prog 4).
8.30 Art foundation course. Appearance and Reality (A101 prog 8).
8.40 Curriculum design and development. Yehudi Menuhin School (E201 prog 8).
8.50 Elements of music. Modulation (A241 prog 4).
9.10 Patterns of inequality. Low Pay (D302 prog 10).
9.10 The early Roman Empire and the use of Christianity. Fortification (A201 prog 4).
9.10 Instrumentation. Fourier Analysis and Transcendental Response (T201 prog 4).
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8.00* Economic and social change. Culture and Education (E201 prog 10).
- 8.00 **BC5** 7.18* Open Forum 15.
7.30* Communication and society. The Art of (E203 prog 8).

Thursday June 11

- 8.00 **BC1** 7.40* Organic chemistry. Organic Chemistry N^o 1 or N^o 2 (E204 prog 10).
7.40* Understanding space and time. Through the Looking Glass (E334 prog 11).
8.00 Images and information. Diffusion in Action (E201 prog 10).
8.00 **BC2** 7.40* Contemporary issues in education. The Standards Debate Part 1 (E201 prog 22).
8.20 Numerical computation. The Branch and Bound Method (M351 prog 4).
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7.30* Communication and society. The Art of (E203 prog 8).

British Social Services 3rd edition

F. RANDALL

This HANDBOOK is designed for students preparing for degree, professional, BEC and other examinations in social science. The author outlines the social and economic background of British social services, traces their historical development, especially the many changes in recent years, and examines their current structure and problems. The book covers all aspects from social workers and personal social services to health, education and income maintenance. For the latest edition, the text has been thoroughly revised and updated.
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£4.95

IN PREPARATION: SEPTEMBER

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D.J. PEREIRA GRAY

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266 pages approx.
Approx. £6.50

IN PREPARATION: OCTO

Polytechnics Continued

Middlesex Polytechnic

Lecturer in Catering Studies

(L1/S/L/PL)

Lecturer II/Senior Lecturer: £6960-£12,639 pa inc.
Principal Lecturer: £11,796-£14,736 pa inc.

Candidates should be capable of developing and teaching TEC Diplomas, HND Hotel and Catering Administration, and to contribute to the development of the subject at degree level.
The Lecturer in Catering Studies will be expected to instruct food service and production as technical subjects and to become an active member of a research group in food studies.
The Lecturer in Food Studies will be expected to join a research group in Technical Studies and be prepared to develop an integrated technological approach to food studies.
Candidates for both posts should hold a degree or HND (by examination) and other appropriate professional qualifications. Recent industrial experience or consultancy is desirable. For appointment at PL level candidates will in addition have to demonstrate an ability to manage and conduct research.
Write quoting ref A176C for further information and an application form, posting first-class to: Personnel Office, Middlesex Polytechnic, 114 Chase Side, London N14 6PN. Closing date 15 June.

THES3

Lecturer in Food Studies

(L1/S/PL)

DIRECTOR OF STUDIES MANAGEMENT DEVELOPMENT

Salary Scale: £13,914-£16,690

Within the Faculty of Business and Management, the Polytechnic has established a Business and Management Development Unit and an Advisory Group consisting of senior representatives of industry and commerce and now wishes to appoint a Director of Studies Management Development who will be responsible for the promotion of postgraduate, post-experience and in-service management development programmes and research.
Candidates should preferably be graduates with postgraduate qualifications and with experience in senior management.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and has a student population of some 7000. It has extensive new purpose-built accommodation, including 630 residential places on the 114-acre campus overlooking the sea at Jordansdown, a pleasant and quiet residential area. There is a scheme of assistance with removal.
Further particulars and application forms which must be returned by 22 June 1981 may be obtained by telephoning Whiteabbey (0231) 68131 Ext 2243 or by writing to:

The Establishment Officer
Ulster Polytechnic,
Shore Road, Newtownabbey,
Co. Antrim BT37 0QB.

1971-1981
Ulster PolytechnicThe Polytechnic of Huddersfield
Department of Geography and Geology

Senior Lecturer/Lecturer II

REF. ACA 353
Applications are invited for a Lecturer II/Senior Lecturer in Geography and Geology - Development Studies with Scientific Reference to Agricultural Practice and Rural Life. The successful candidate will be required to teach courses related to development studies on B.Sc. (Hons.) Geography and B.A. (Hons.) Humanities, and to contribute to such other courses as appropriate. An interest in the Far East will be an advantage.

Salary: SL £9,624-£11,228 (Bar) £12,141;
LII £8,462-£10,431.

Further details and application forms are available from The Personnel Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH (Tel: 0484 22288 Ext. 2224) and should be returned not later than 23rd June 1981.

THES3

SHEFFIELD CITY POLYTECHNIC

Principal Lecturer in Food Processing Industry Studies

The Polytechnic offers a B.Sc. (Hons.) in Food Processing Industry Studies (integrating food science/technology, marketing, management control, as well as other topics and higher diploma in Food Management related subjects).
The person appointed should be able to give leadership in research and academic development and foster close industry contacts. Candidates should have a management or technical background and experience in the food processing industry. They should have a good degree and the ability to manage and conduct research.
Application forms and further details from the Personnel Office, Sheffield City Polytechnic, 114 Chase Side, Sheffield S1 2BB, or by telephoning 2011 ext. 331. Completed forms should be returned by 17th June.

THES3

oxford polytechnic

TEACHING AND RESEARCH OPPORTUNITIES

Applications from good honours graduates are invited for part time temporary teaching posts and research training in the following areas:

GEOLOGY - Igneous and metamorphic Petrology, Geochemistry, Structural Geology, Mineral Deposits and Sedimentology.

APPLIED STATISTICS - particularly problems in Psychology and Genetics.

CIVIL/STRUCTURAL ENGINEERING - Geotechnics, Tunneling and Structural Design.

Successful applicants will be expected to teach for up to 6 hours per week, mainly in practical work, and will be expected to register with CNA for research degrees. MPH/PhD. Remuneration for the teaching will be available for the 1981-82 academic year up to £2684 pa at the maximum of six hours teaching per week.

Further details of current research interests may be obtained by telephone (Oxford 64777) or letter to the Dean, Faculty of Technology, Oxford Polytechnic, Oxford OX3 0BP to whom applications giving full details of training and the names of two referees should be sent as soon as possible.

THES3

PORTSMOUTH POLYTECHNIC

DEPARTMENT OF ECONOMICS AND ECONOMIC HISTORY

Temporary Lecturer

Temporary Lecturer, full time, in Economics for 1 year. The person appointed should be able to give leadership in research and academic development and foster close industry contacts. Candidates should have a management or technical background and experience in the food processing industry. They should have a good degree and the ability to manage and conduct research.
Application forms and further details from the Personnel Office, Portsmouth Polytechnic, 114 Chase Side, Portsmouth PO1 2BB, or by telephoning 2011 ext. 331. Completed forms should be returned by 17th June.

THES3

PLYMOUTH POLYTECHNIC

FACULTY OF TECHNOLOGY

DEPARTMENT OF MATHEMATICS, STATISTICS AND COMPUTING

LECTURER II IN STATISTICS

(PREVIOUS APPLICATIONS WILL BE RECONSIDERED)

SALARY: £8,462 - £10,431

Applicants for the above post should possess a good honours degree together with appropriate research, industrial and/or commercial experience. Preference will be given to candidates able to offer special expertise in multi-variate analysis, time series analysis or stochastic processes.

Application forms to be returned by Friday 20th June 1981 can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

THES3

BRISTOL POLYTECHNIC

DEPARTMENT OF BUSINESS STUDIES

ASSOCIATE LECTURER OF BUSINESS STUDIES

Environmental Studies - Ref No L36/23

To teach Business Organization and Environment Studies in Degree (Engineering and Business) Courses, BSC (Hons.) in Business Administration, Diploma in Business Administration, and Professional Courses.

Candidate Lecturer posts are not full-time but require commitment to the role of a regular basis. Salary is 50% of the full-time salary scale.

Full-time salary scale: LII: £6,462 - £9,624 (Bar) - £10,431; LII: £5,048 - £7,664 (Bar) - £8,462.

The appointment will be made on the basis of previous experience and relevant previous qualifications. Experience in the application of computers to Production Systems and/or Processes would be an added advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date for receipt of applications 28 June 1981.

Previous applicants need not re-apply.

THES3

BRISTOL POLYTECHNIC

DEPARTMENT OF BUSINESS STUDIES

ASSOCIATE LECTURER OF BUSINESS STUDIES

Environmental Studies - Ref No L36/23

To teach Business Organization and Environment Studies in Degree (Engineering and Business) Courses, BSC (Hons.) in Business Administration, Diploma in Business Administration, and Professional Courses.

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The appointment will be made on the basis of previous experience and relevant previous qualifications. Experience in the application of computers to Production Systems and/or Processes would be an added advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date for receipt of applications 28 June 1981.

Previous applicants need not re-apply.

THES3

LONDON POLYTECHNIC

SCHOOL OF BUSINESS ADMINISTRATION

LECTURER IN BEHAVIOURAL SCIENCE

Candidates should hold a degree in a relevant subject and have experience in teaching and research in behavioural science. The successful candidate will be expected to teach and conduct research in the field of behavioural science. The appointment will be made on the basis of previous experience and relevant previous qualifications. Experience in the application of computers to Production Systems and/or Processes would be an added advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date for receipt of applications 28 June 1981.

Previous applicants need not re-apply.

THES3

NORTH LONDON POLYTECHNIC

DEPARTMENT OF ENVIRONMENTAL DESIGN

SENIOR LECTURER IN BUILDING MATERIALS AND DESIGN TECHNOLOGY

To teach the theory of Materials, Science and Technology with emphasis upon their application to the design of buildings. The successful candidate will be expected to teach and conduct research in the field of building materials and design technology. The appointment will be made on the basis of previous experience and relevant previous qualifications. Experience in the application of computers to Production Systems and/or Processes would be an added advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date for receipt of applications 28 June 1981.

Previous applicants need not re-apply.

THES3

TEKSID POLYTECHNIC

DEPARTMENT OF INSTRUMENTATION AND CONTROL ENGINEERING

LECTURER IN INSTRUMENTATION AND CONTROL ENGINEERING

Due to expansion in the Department, applications are invited for the post of Lecturer in Instrumentation and Control Engineering. The successful candidate will be expected to teach and conduct research in the field of instrumentation and control engineering. The appointment will be made on the basis of previous experience and relevant previous qualifications. Experience in the application of computers to Production Systems and/or Processes would be an added advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date for receipt of applications 28 June 1981.

Previous applicants need not re-apply.

THES3

WOLVERHAMPTON POLYTECHNIC

LECTURER IN NUMERICAL ANALYSIS

To teach Basic Studies to degree standard in Numerical Analysis. The successful candidate will be expected to teach and conduct research in the field of numerical analysis. The appointment will be made on the basis of previous experience and relevant previous qualifications. Experience in the application of computers to Production Systems and/or Processes would be an added advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date for receipt of applications 28 June 1981.

Previous applicants need not re-apply.

THES3

SHEFFIELD CITY POLYTECHNIC

Principal Lecturer in Food Processing Industry Studies

The Polytechnic offers a B.Sc. (Hons.) in Food Processing Industry Studies (integrating food science/technology, marketing, management control, as well as other topics and higher diploma in Food Management related subjects). The person appointed should be able to give leadership in research and academic development and foster close industry contacts. Candidates should have a management or technical background and experience in the food processing industry. They should have a good degree and the ability to manage and conduct research. Application forms and further details from the Personnel Office, Sheffield City Polytechnic, 114 Chase Side, Sheffield S1 2BB, or by telephoning 2011 ext. 331. Completed forms should be returned by 17th June.

Previous applicants need not re-apply.

THES3

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Previous applicants need not re-apply.

THES3

NEWCASTLE UPON TYNE POLYTECHNIC

SCHOOL OF MATHEMATICS, STATISTICS AND COMPUTING

LECTURER IN STATISTICS

To teach Basic Studies to degree standard in Statistics. The successful candidate will be expected to teach and conduct research in the field of statistics. The appointment will be made on the basis of previous experience and relevant previous qualifications. Experience in the application of computers to Production Systems and/or Processes would be an added advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date for receipt of applications 28 June 1981.

Previous applicants need not re-apply.

THES3

SUNDERLAND POLYTECHNIC

DEPARTMENT OF BUSINESS STUDIES

ASSOCIATE LECTURER OF BUSINESS STUDIES

Environmental Studies - Ref No L36/23

To teach Business Organization and Environment Studies in Degree (Engineering and Business) Courses, BSC (Hons.) in Business Administration, Diploma in Business Administration, and Professional Courses.

Candidate Lecturer posts are not full-time but require commitment to the role of a regular basis. Salary is 50% of the full-time salary scale.

Full-time salary scale: LII: £6,462 - £9,624 (Bar) - £10,431; LII: £5,048 - £7,664 (Bar) - £8,462.

The appointment will be made on the basis of previous experience and relevant previous qualifications. Experience in the application of computers to Production Systems and/or Processes would be an added advantage.

Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date for receipt of applications 28 June 1981.

Previous applicants need not re-apply.

THES3

LONDON POLYTECHNIC

SCHOOL OF BUSINESS ADMINISTRATION

LECTURER IN BEHAVIOURAL SCIENCE

Candidates should hold a degree in a relevant subject and have experience in teaching and research in behavioural science. The successful candidate will be expected to teach and conduct research in the field of behavioural science. The appointment will be made on the basis of previous experience and relevant previous qualifications. Experience in the application of computers to Production Systems and/or Processes would be an added advantage.

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Further details and form of application from the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Closing date for receipt of applications 28 June 1981.

Previous applicants need not re-apply.

THES3

Colleges of Higher Education continued



TRINITY AND ALL SAINTS' COLLEGE

Trinity and All Saints' College, an independent institution affiliated with the University of Leeds, provides studies leading to B.A. (Collegiate), B.Sc. (Collegiate) and B.Ed. Ordinary and Honours Degrees of the University.

Applications are invited for the following posts:

1. LECTURER/SENIOR LECTURER in the SOCIOLOGY OF CULTURE (with special reference to literature and television fiction). Candidates should preferably have a degree in Sociology, Communications or Cultural Studies.

2. LECTURER/SENIOR LECTURER in THEOLOGY (with special competence in Biblical Theology). Candidates should have a degree in Theology and will be expected to contribute to both specialist and general courses.

3. LECTURER/SENIOR LECTURER in PUBLIC MEDIA (with special interest in Organisation and Communication). Candidates should have a degree in Social Sciences or a related field and either a post-graduate qualification or industrial experience.

4. LECTURER/SENIOR LECTURER in HOME ECONOMICS. Candidates should have a degree in Home Economics; industrial experience would be an advantage.

5. LECTURER/SENIOR LECTURER in PHYSICAL AND ENVIRONMENTAL SCIENCES. Candidates must have a degree in Chemistry. Research of industrial or Academic experience in one or more of the following field would be advantageous: Polymer Science, Surface Chemistry, Materials Science, Surface Chemistry, Heterogeneous Catalysis and quantum Mechanics Spectroscopy.

6. LECTURER/SENIOR LECTURER in PRIMARY EDUCATION. Candidates should be graduates with primary and/or middle school experience and a particular interest in primary/middle school curriculum, reading and the supervision of teaching practice.

Post 1, 2, 3, 4 and 5 will be three-year fixed-term appointments. Post 6 will be a one-year fixed-term appointment. All posts will take effect from September 1981, or as soon as possible thereafter.

Salary scales: Lecturer II - £6,462 to £10,431; Senior Lecturer - £9,624 to £12,141.

Further particulars and application forms, which should be returned by Friday 19th June, may be obtained from The Registrar (THES), Trinity and All Saints' College, Brownberry Lane, Horsforth, Leeds LS18 5HD.

Previous applicants need not re-apply.

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Administration continued

ilea Inner London Education Authority**INSPECTOR FOR FURTHER, HIGHER AND COMMUNITY EDUCATION (DISTRICT RANK)**

Salary Range: £14,268 - £15,838

plus £881 London Weighting allowance

Applications are invited from men and women with substantial experience of teaching English who are able to advise on a wide range of work in the humanities in post school education. Duties will include general oversight of a small number of Colleges and/or Adult Education Institutes and direct experience of management in education is essential.

The allocation of specialist duties will depend upon the knowledge and background of the successful candidate but may embrace literacy, ESL, EFL, across the Authority, including the Youth Service, and education in penal establishments.

Application forms and further details are obtainable from the Education Officer, (EO/Estab 18), Room 367, County Hall, SE1. (Please enclose a stamped addressed envelope). Completed applications to be returned by 18th June 1981.

THES11

LOTHIAN REGIONAL COUNCIL
Napier College of Commerce and Technology**SENIOR ADMINISTRATIVE OFFICER**

The main duties of this post will be to assist the College Secretary with the day-to-day responsibilities of the main Administrative Sections of the College, including Finance, and the servicing of the Faculty Boards and associated standing committees.

Applicants will be expected to have appropriate qualifications (degree or degree equivalent level) and substantial experience in the management and administration of Tertiary Education or a related area.

Salary on scale £1318-£15,194.

THES11

ADVISER FOR FURTHER EDUCATION

SOULBURY HEAD TEACHER GROUP 10
£14,385-£15,513 p.a.

Should possess a degree in a technological or scientific subject or equivalent professional qualification with related teaching experience in a Technical College.

The Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. Home moving expenses up to £1,250 payable and temporary lodging allowance.

Forms available from (BAE) and returnable to the Acting Director of Education, Personnel Section, 14 St Thomas Street, Liverpool L1 8BJ, by 18 June.

THES11

The University of Aston
in Birmingham**ADMINISTRATIVE ASSISTANT**

Salary: £6285-£10,575 p.a.

Applications are invited for a post of Administrative Assistant in the Registrar's Department.

The successful candidate will work in the area of administration relating to undergraduate studies. Candidates must be graduates with at least two years' work experience since graduation, preferably in some field of educational administration. The person appointed is likely to be aged between 25 and 35 and will have an ability to write clearly and concisely with close attention to detail.

Closing date for applications 2 weeks after the appearance of this advertisement.

Application forms and further particulars available from Mr. A. G. Rees, Staffing Department, The University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET, quoting reference number 00777THES. Tel: 021-359 3811 Ext. 257.

THESAdmin11

UNIVERSITY OF EAST ANGLIA
Norwich

Applications are invited for the post of:

INFORMATION OFFICER

from graduates with appropriate experience. The Information Officer is responsible to the Vice-Chancellor for the dissemination of information, and a number of University publications, and is also involved with the management of the University's printing facilities.

Appointment on Administrative Grade II, £10,100-£12,800 per annum with USS benefits.

Applicants (one copy only) giving the names of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich, NR4 7TJ. Telephone: 0693 58161 ext. 2120 from whom further particulars may be obtained, not later than 30 June 1981. No form of application is required. Successful candidates will be invited for interview.

Further particulars and application forms, returnable to the Secretary of the School.

THES11

Council for National Academic Awards**Registrar For Art & Design**

Applications are invited for the post of Registrar for Art & Design which will become vacant on 31 March 1982 upon the retirement of the present holder of the post. To provide an 'overlap', it is hoped the successful candidate will take up appointment before March 1982.

The Registrar is responsible for the management and operation of a unit involved in the work of validating courses in Art and Design, for liaison with, and advice to, institutions presenting courses, with professional institutions and other bodies and with Chairman and members of the Boards and Panels involved in this work.

Applicants should be well qualified academically and should possess appropriate experience in higher education and/or professional/industrial experience preferably in the field of art and design.

The salary on appointment will be within the scale £14,673 p.a. - £18,182 p.a. including London Weighting.

Further particulars may be obtained from: Assistant Secretary (Personnel) CNAA, 344/354 Gray's Inn Road, London WC1X 7BP. Tel: 01-278 4411, to whom applications giving details of qualifications and experience and the names and addresses of two referees should be submitted by 24 June 1981.

THES11

LONDON COLLEGE OF DENTISTRY
UNIVERSITY OF LONDON

Administrative Assistant in the School of Science and Mathematics

Applications are invited from graduates or persons with comparable qualifications for a post to assist in the general administration of the School of Science and Mathematics. Previous administrative experience preferred.

Salary within scale £4,470 to £8,253 inclusive of London Weighting, according to qualifications and experience.

Write for further details to the Personnel Officer, University of London, College of Dentistry, New Cross, London SE14 6NW. Closing date for applications 11th June 1981.

THES11

LONDON CITY OF LONDON POLYTECHNIC

POST GRADUATE STUDIES

AND ADMISSIONS OFFICE

ADMISSIONS ASSISTANT

Applications are invited for this vacant post which is located in the Admissions Office, City of London Polytechnic, 100 Fenchurch Street, London EC3A 3BQ.

The Admissions Assistant will work closely with the Admissions Officer. There is a certain amount of work as the Admissions Assistant, but in the main, the person appointed will be responsible for the Research Degrees Committee and will be responsible for co-ordinating research degree registrations and the admission of students into at least one master's degree course.

Good typing is essential. The experience of taking notes at committees or meetings would be an advantage. This is a rewarding job but it does demand a high degree of personal initiative.

Starting salary between £4915 p.a. and £5397 p.a. depending on age, qualifications and experience. On the Clerical Officer's scale and subject to a 3% increase.

31 days leave (rising to 36) and a 33 hour week which can be worked in such a way as to allow an additional day off each month.

For further particulars and an application form, please write to the Admissions Office, City of London Polytechnic, 100 Fenchurch Street, London EC3A 3BQ. Tel: 01-355 1700. H11

THES11

Colleges of Art**CORNWALL**

EDUCATION COMMITTEE

FALMOUTH SCHOOL OF ART

WOODLAND, FALMOUTH, CORNWALL

TR11 4AA

Required for September, 1981:

FOUNDACTION COURSE

ART TEACHING ASSISTANT

with supporting work in graphic design

Salary: Category IV £8.55 per hour

Further particulars and an application form may be obtained from the Registrar, to whom the form should be returned not later than 18.6.81. S.A.E. please. H6

THES11

LONDON

ILEA ST. MARTIN'S SCHOOL

107 Charing Cross Road, London, WC2R 0BA

Principal: Ian Simpson, ARCA

Senior Lecturer in Sculpture to be a year tutor on the BA(Hons) course

Applicants should be graduates with appropriate qualifications and experience. Salary scale £25,000 - £31,741 plus annual London allowance of £750.

Further particulars and application forms, returnable to the Secretary of the School.

THES11

NEWCASTLE UPON TYNE
UNIVERSITY OF

DEPARTMENT OF APPLIED

SCIENCE

Applications are invited for a temporary post of Postgraduate Research Assistant in the Department of Applied Science for the period October 1981 to September 1982. The post is funded by an S.R.C. Research and Training grant.

Candidates should have a knowledge of the theoretical and practical aspects of a similar field and have recently obtained a first class honours degree in a relevant subject.

The successful candidate will be expected to work with Professor N. C. Loomis and Dr R. S. Johnson on aspects of Soliton Theory related to Water Waves.

Starting salary will be up to £6,375 p.a. on the Home 1-5 scale (L.A. 01-10 174) according to age, qualifications and experience.

Applications should be lodged with Professor N. C. Loomis, School of Mathematics, The University of Newcastle upon Tyne, NE1 7RU, not later than 10th June 1981.

THES11

LONDON

DEPARTMENT OF SOCIAL

SCIENCE & ADMINISTRATION

Research Fellow in Health Services Research

This University of London is participating in a study of the health services of London's 'inner city'.

The Department invites applications from individuals with a first degree in a relevant subject, preferably in Health Services Research, Public Health, Social Policy, Social History, Political Theory, Development, Race Relations and Education.

Current tuition fees are £75.00 per annum.

Apply now for admission in October 1981 to the Health Services Research Office, University of London, Gower Street, London WC1E 6BT. Tel: 01-635 2511 extension 297 311.

THES11

Courses Continued**ESSEX**

UNIVERSITY OF

DEPARTMENT OF ECONOMICS

M.A. and DIPLOMA IN

DEVELOPMENT ECONOMICS

The M.A. scheme involves four taught courses, examinations, and a research element in the form of a dissertation. The course is completed within a twelve month period. The core courses are: Development Economics, and a Development Studies module. The research element may be chosen from Trade and Development, International Trade, and International Political Economy or from a wide range of courses offered.

The Diploma has a similar emphasis, but is designed as a preparatory year for the M.A. and does not involve a dissertation.

Further particulars and application forms for the M.A. may be obtained from the Secretary, Department of Economics, University of Essex, Wivenhoe, Colchester, Essex, CO4 3BQ. H21

THES11

Research**BATH**

UNIVERSITY OF

EDUCATIONAL SERVICES UNIT

AND EDUCATION

IN-SERVICE TRAINING

LEARNING OFFICER

Required for October 1981, two RESEARCH OFFICERS to learn, analyse, and disseminate research findings in the development and education of training materials for a major international petroleum company. Candidates should be science or education graduates with experience in course development and evaluation procedures or experience in scientific journalism would be advantageous.

The appointments are for one year, with an appropriate point on the scale £6,000-£10,015. Further details and application forms, which should be submitted before 9th June, are available from the Personnel Officer, University of Bath, Bath, BA2 7AY. Ref No: 1010

THES11

UNIVERSITY OF RIYADH**ANNOUNCEMENT**

The College of Science at The University of Riyadh invites applications to fill the following vacancies:

1. Faculty Member in Quantum Chemistry.

2. Female Faculty Member for the post of Associate Professor in Physical Chemistry.

Applications accompanied by non-returnable copies of academic and experience certificate as well as copies of research papers should be mailed, within one month from date to:

The Dean
College of Science
P.O. Box 2455
Riyadh
Saudi Arabia

Miscellaneous**Could you be a teacher with a difference?**

As a male or female Officer with the Royal Army Educational Corps, you will be offered more variety and responsibility than in most civilian teaching jobs.

During your first three years, your students may be Corporals and Sergeants studying for their promotion examinations.

Alternatively you may be teaching young Soldiers: teenagers away from home for the first time. To improve their self-confidence and the Army's efficiency, we send them on Outward Bound courses and encourage them to sit GCE, TEC and City & Guilds exams.

Later on in your Army Career, you could serve on the academic staff at the Royal Military College of Science at Shrivenham or the Royal Military Academy, Sandhurst: other appointments are in Officer Education, language training or as a training adviser.

You could give career guidance and resettlement training to Officers and Soldiers leaving the Army.

You will also be given every opportunity to improve your own professional qualifications up to postgraduate level.

A teacher and an Officer.

Although we accept that your main interest is in education, we'll expect you to warm to the idea of also being an Army Officer.

After training, you will receive a commission with the same opportunities for promotion and the same levels of pay as any other Army Officer. Starting salary will be between £5,950 and £8,979 depending on your qualifications and experience.

Male and female teachers.

We'd like to hear from men and women who are aged under 30 and are medically fit. They will be qualified teachers or graduates or at present studying at college or university.

If you like, we can arrange for you to visit a unit near your home. It's not a commitment but a chance to get a clearer picture of Army life.

You may first want further information on pay, promotion and how to apply.

A booklet covering these and many other questions can be obtained by writing to Lt. Col. C. C. Baker, BSc, RAEC, Recruiting Staff, (Department E28), RAEC Centre, Wilton Park, Beaconsfield, Bucks HP9 2RP.

**Army Officer****Conferences & Seminars****CALL FOR PAPERS**
3rd Annual Conference
The Association of Caribbean Studies

P.O. Box 248231 University of Miami, Coral Gables, Florida 33124

Conference on the Caribbean: Haiti

Theme: The Caribbean in Transition

Date: July 15, 18, 17, 1981

Place: Ibo Lele Hotel, Port-au-Prince, Haiti

Papers written from an interdisciplinary viewpoint are solicited for the Conference. Topics may include: Caribbean History, Linguistics, Language and Dialects, Trade, Psychology, Music, Anthropology, Sociology, Folk Culture, Religion, Art, Literature, Education and Economics.

Members receive the Association of Caribbean Studies publication, the Journal of Caribbean Studies and a newsletter.

Registration Fee: Individual \$25.00; Institutional \$100.00. Membership Fee: Members \$30.00; Non Members \$50.00.

Makes checks payable to the Association of Caribbean Studies, and include name, address and institutional affiliation to:

Dr. O. R. Dathorne, President Association of Caribbean Studies, P.O. Box 248231, Coral Gables, Fla. 33124 USA.

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P.O. Box 7,
Gray's Inn Road,
London WC1X 8EZ.

Don's diary

Monday

At 1.30am I finish preparing my second-year 18th-century tutorial and get five hours sleep before the real day begins. Our tight early morning schedule, with three small children, is complicated by the discovery that one of our guinea pigs has died for no apparent reason. Fortunately the children are not yet into burials and I am able to dump the corpse unceremoniously in the dustbin.

I give one of my better tutorials on Diderot (at least it is fresh in my mind) and teach virtually without a break for the rest of the day. In the evening we pay a farewell visit to a friend leaving to spend six months' sabbatical lecturing in Brazil.

Tuesday

I feel unreasonably guilty at curtailing the working day of each and every one. First thing, I visit the local BBC radio station to record a news item about a concert I am organizing. I am impressed by the professional patter of my interviewer who addresses next week's unseen audience with charm and aplomb and clearly expects me to do the same. I seem to be the only person I know who doesn't listen to the local breakfast programme, but it will take more than my radio debut to lure our eldest child away from Terry Wogan. At the other end of the day I have my weekly piano lesson. Given to me, not by me, I am trying to fulfil a long-standing ambition to take a piano teaching diploma. In the evening I join a New Testament Greek class. The achievement of having mastered even the Greek alphabet has tended to blind me to the subtleties of syntax. The Authorized Version is still the best crib available.

Wednesday

First class this morning is first-year grammar, a relatively new feature of our course made necessary by the low standard of written French of many school-leavers, although their knowledge of the spoken language seems very much better than when I was a student. I quite enjoy trying to explain the intricacies of the language, although I doubt if they share my enthusiasm. When I collect my elder son from school he tells me he is to be allowed to look after the class until over half-term. I am not sure that I am fit parent to have it, but his teacher is very understanding and says it's a very odd job anyway.

Dear Dr Rhodes Boyson,

For the last two years I, as a university teacher, have followed your various pronouncements with great attention. In general, the tone of your observations seems to me to be unhelpful for the resolution of the serious problems that universities now face. I should like to have this opportunity of explaining why I take this view in the hope that it may assist in a small way towards more meaningful and helpful discussions.

I am the head of a department of biochemistry and have experience of working both in a medical school and in a large provincial university. I have, moreover, considerable experience of overseas universities. I write to you simply as an individual, and for this reason I use my home address.

I accept that for three main reasons our universities will have to be slimmed as rapidly as possible. First, the drop in the number of 18-year-olds in the next decade; second, the fall in the number of overseas students; and third, the economic state of the country. There is a tendency in your speeches, and also early in the pronouncements of some senior academics, to compound our problems by giving vent to subjective thoughts about Robbins. The theme

one bears runs as follows: "Robbins always was a mistake, it was absurd to give the chance of a university education to all those with a low pass in two subjects at A level. The

Thursday

The luxury of a free day working at home. I am amazed how much I can get done under these circumstances, as well as how much black coffee I can consume. I am interrupted only once, by our heliath visitor. After tea I take my chair practice at the church where I am organist. We rehearse part of Haydn's *Seven Last Words* with admiration and some accuracy, and I return home to mark translations.

Friday

Like Monday, a heavy teaching day, with the weekend mercifully separating the two. I fit in a visit to the music department, which is off the campus, to discuss the syllabus of their new language course. Aspiring musicologists have the option of a translation paper in the language of their choice, and for the first time a student wants to do French. I admire the grand piano in the professor's room and, forgetting the friends in South America and France, I feel acutely aware of being paid to enjoy myself.

Saturday

After a morning's cleaning (the bane of working mothers) I set off for the supermarket and contrive to pile 22 of groceries into a pushchair. A four-litre carton of ice cream ends up at the baby's feet, to the consternation of passers-by. Baby is mildly amused.

Sunday

My other self comes into its own. I derive great pleasure from organizing and playing, and particularly from accompanying the hearty singing of a 300-strong congregation. We entertain another family to lunch, a familiar Sunday pattern, and someone gives us a replacement guinea pig, which gives us a second service at 6.30pm, which for me is a time of peaceful relaxation. A nice end to the weekend and a good beginning to the week. Then, after prolonged gossip with friends and a quick wallow in Sunday evening television, it's back to the 18th-century tutorial and more marking.

Paula Clifford

The author is a lecturer in the Department of French Studies, Reading University.

"During the debate on the policy paper Dr Smith's silence and expression indicated his complete disinterest." It did nothing of the sort. It merely showed he was bored. But since language rules don't merely determine usage, but respond to it, it will no doubt not be long before *disinterested* is formally recognized as a synonym for *uninterested* and an antonym of *interested*.

Is this simply the result of slipshod habits in speech and writing, or because we have less and less use for a term that carries the meanings that *disinterested* once had? We do not now expect people to be disinterested. Marx and Freud and Darwin and their interpreters have convinced us of the impossibility of disinterestedness. Patriotism has been dethroned by a low-price, off-the-shelf generalized concern for humanity, but there are still corners left to fight for self, family, group and class. And as pressures in all these areas multiply, so the identification of group and self interest in strengthened, and positions are defended with greater bitterness and resolve.

Three times recently, in three different places, I have listened to committees debate the extent to which individuals should remain for, or participate in, discussions on matters in which they have an interest. This is no coincidence. Institutional policies are sharper in contraction than in expansion. When there are additional resources to distribute, only some may gain, but no one will lose. Under cash limits, any gains made are likely to be seen as having been at someone else's present or near future expense.

When at the end of the 60s the radical left panicked universities in many parts of the world into reforms of governance, the claims of participatory democracy were much in evidence. Burkean distinctions between representatives and delegates lost their point when, at least in theory, everyone took part in decisions on everything. If study, research and teaching some times unfortunately drew people away from political activism, and it became necessary to nominate delegates, then they had to be continually answerable for their actions to the elective constituency.

Such procedures, if they had endured, would have produced a decisional sclerosis that might have made institutional government impossible. Generally speaking, they did not endure. The theory was either quietly forgotten, and everything went on as before, or certain delegates were selected by mandate that the contributions were rendered useless and were ignored.

The heavy imperatives of participatory democracy have lost much of their pressure, to hang on to what one has, is resurrecting some of the problems that made such a misery of academic government a decade or more ago. Where a member of a department, a faculty or a school is appointed or elected to membership of an important decision-

An issue of interest to us all



William Taylor

making body, many colleagues assume without question that the job of the person concerned is to represent the interests of the group from which he comes. When the constitution and composition of the committee or board makes explicit provision for representative membership, covering the whole range of concerned interests, this is not an unreasonable expectation. Even so there will be occasions when willingness to compromise, to give way in negotiation, to surrender a hard fought position, to relinquish a claim for reciprocity of treatment, will be essential to effective management and the long-term viability of the large whole. Majority votes may be accepted and respected, but the quality, harmony and perhaps even the productivity of institutional life is seldom enhanced by the need for time-consuming coalition building, lobbying and the frequent counting of heads.

In all this universities and colleges differ from non-educational institutions in several important respects. In the firm, there are times when giving way to others is demonstrably a condition of survival, not less for the jobs and futures of those who concede precedence than for those who claim it.

Second, the interests that each executive or manager represents can be functionally differentiated in relation to the goals of production and profit. Some things are manifestly more important than others if there is to be any output and cash flow. There is less ambiguity than in the university about the criteria by which priorities are assigned.

Third, although the capacity of mankind in general and the English in particular to moralize organizational and commercial judgments is virtually unlimited, the scope for doing so is more restricted in the production of lawnmowers and tee-shirts than in legitimizing different areas of scholarship and research.

To resort to the jargon of the

organization theorist, universities show low levels of functional interdependence. Professor X is certainly a distinguished scholar and expert in his subject, and will be difficult if not impossible to replace. But the university will survive without him. What departments and areas of work can be closed down without threatening the viability of the institution, painful as even unwise as the process may be.

But if universities are different from firms in these respects, they are also very different in their internal governance. The academic who fights for his subject, his department and, if he comes to it, his career, can roundly reject philistine judgments about the greater importance of other subjects in relation to his own. He finds it easy to attract support for the view that such crude measures as student demand relationships with wealth-creating activities are inappropriate to academia, and that a dirigiste policy at the centre of the system or the institution - strikes at the essential conditions of academic freedom. He has no doubts about whether sacrifices on his part and those of his subject college will do anything to ensure the continued viability of the university. It may even believe, but is unlikely to accept in *extremis* to assert, that the department's presence at the intellectual balance of the institution might be so impoverished that it would deserve whatever might befall it.

The UGC and the planning committees of many universities have the faces against policies of equal mismanagement of letting the losses lie where they fall. Instead, the long-term interests of the system and of individual institutions demand that academic judgment be made.

In the next few months, the staff of individual departments and faculties are likely to be preoccupied with sorting out the academic judgments that have been applied to them in which they are themselves challenged to make, rather than challenging the economic, demographic and political assumptions that underlie the policies that have been made to them.

All of us can applaud the need for academic judgments, and the danger of mediocrity and drift that would follow from letting those most affected by fluctuations in student demand bear their own burdens or by trying to shut these out equally. But if we are not to tear ourselves apart in making judgments, we need a clearer sense of the nature and mission of the university and the growth of interest group politics have in recent years encouraged. We cannot afford to be uninterested in such matters. We shall have to make special efforts to be disinterested.

ably going to decline for the next 20 years? If not, then we should plan on the basis that we are passing through unfortunate three years but that we expect an upturn. This is terribly important, for on the first scenario does not matter very much if we are employed but on the second scenario it should try to retain all that is good that it can be preserved for better days. We really look to you and your colleagues for leadership in this matter.

On the assumption that your Government sees a bright future for the country I must draw your attention to the role of the universities in fundamental research. If we are not careful the universities will lose their best research staff and retain those who are least likely to show initiative.

In summary, I accept the need for slimming but this cannot be done hastily if we are not to lose much of what is good. If you go on as a present, we are in real danger of ending up with worthless institutions. May we hope for a more helpful and responsible dialogue with Government ministers in the future?

Yours sincerely,
PROFESSOR PETER CAMPBELL
1 Hillside Gardens,
London, N.6.

LETTERS TO THE EDITOR

Artists and designers as human beings

Sir, - The unhappy article by Toni del Renzio (*THES*, May 22) makes me rather alarming (albeit ancient!) claims for history of art and design/complementary studies staffs, and it would be surly if they went unchallenged.

An argument is presented that it is only the HAD&C staff on a course who offer any educational and intellectual component in art and design education. This common (if not vulgar!) presumption by those who cannot know the nature or depth of the relationships with wealth-creating activities are inappropriate to academia, and that a dirigiste policy at the centre of the system or the institution - strikes at the essential conditions of academic freedom. He has no doubts about whether sacrifices on his part and those of his subject college will do anything to ensure the continued viability of the university. It may even believe, but is unlikely to accept in *extremis* to assert, that the department's presence at the intellectual balance of the institution might be so impoverished that it would deserve whatever might befall it.

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Yours sincerely,
PROFESSOR PETER CAMPBELL
1 Hillside Gardens,
London, N.6.

continually and frequently by the very absence of context and depth that del Renzio claims to be offered by his colleagues alone. The absurd notion that your average studio staff member is merely a horny-handed son of toil is belittling most of all to those who so presume.

As del Renzio illustrated his article with arbitrary selection, let me be permitted to do likewise! (I am not pleading a general rule or law from a specific instance, I might add!) At a boasted symposium at a university on chair design, the audience was informed by a historian that so-and-so was a great chair designer. The admitted fact that his chairs could not be sat in with safety or comfort, the fact that they were made in unsuitable materials and by an alien technology to those materials, and the fact that the 'designer' lost all his clients over his practising life were regarded as no cause to challenge his great ability! I was left to Mr Robin Day to state quickly and with great dignity that he believed that chairs were, minimally, for seating human beings in safety and comfort. The sickness, for such it is, is that designers and artists approach their work from a real world while too many HAD&C staff approach theirs from some unempirical dogmatic fashion.

analogues and associations between their own practice and many other disciplines (they, too, must use the supermarket, the lorry and public transport systems); that the very activities of art and design are educative and intellectual in themselves and by definition; that the demand for an independent voice to assess art and design is not claimed for physics, say, or geology or medicine, simply because it is a false claim, devised by a group who take to themselves a natural integral part of a discipline and by separation try to preclude practitioners from participation. Such folly is similar to the notion of developing one side of the body into an imbalance, resulting in limps, myopia, uncoordination and pain. I am reminded of Roy Campbell's comments upon critics: 'They use the snaffle and the curb all right, but where's the bloody horse?' Finally, valid judgment has to be made of results, not theories - and no one will deny that theory has some part to play, and more than anyone will claim with justification that he is the sole arbiter of theory or practice.

Can there not be a truce? The battle has been fought over for too long and too arrogantly from both sides. Those staff, HAD&C and studio, who are doing a fine job may be confident of learning by the students. Certainly a case may be made for seeing to it that an essential ingredient in design education as history, for instance. No one single group has any claim to be the sole purveyor of intellectual or educational repeats, any more than any one group may decide with impunity the use of computational tools, say, by claiming that a user can learn all he needs to know about computers after a fortnight's teaching! For good or ill, argument is the arena of the crafts and the intelligent alike; and I do so hope that soon we will refuse to feel threatened by common sense.

Yours sincerely,
GILES TALBOT KELLY
Teesside Polytechnic.

AUT's resolve

Sir, - For too long we have been used in London University to hearing how the Government's cuts in expenditure on the universities and doom and gloom were inevitable. How nothing could be done about it, and how it all had been predicted and prophesied, and if we had only listened . . . It was therefore refreshing to read in your interview (*THES*, May 29) with Professor Rector, the vice-chancellor elect of the university, his forthright condemnation of the Government's cuts and his equally forthright rejection of the continuing attacks on London University by innuendo, rumour and leak. I sincerely hope that he will continue to say this, as the AUT has been doing, loud and clear in public, both in London and at the national level. Such statements are long overdue from the representatives of Britain's largest university.

However Professor Quirk should beware of interpreting the decisions of AUT council from the somewhat sparse and often inaccurate reports in the press. Anybody who was at the

Sandwich students

Sir, - John O'Leary's article (May 22) entitled 'Chemical engineers top graduate pay league' states in the final paragraph: 'There was a complete absence of sandwich students in some subjects, such as biochemistry.' . . .

I would like to point out that the University of Surrey in 1980 produced 37 Honours BSc graduates in biochemistry, 32 having taken a four-year thick sandwich course spending the entire third year in an approved training position. Of these 32 sandwich course graduates only one was believed unemployed at December 31 1980. The rest returned home (overseas students) continued their studies or found employment both in this country and overseas. Salary details for the 15 graduates for whom we have information showed that the maximum starting salary was £5,200 and the average £4,640, well below the figures you quote for chemical engineers, statisticians and modern language graduates! The Brunel survey of 200 firms which formed the basis of Mr O'Leary's article could not have included many firms in the biochemistry catchment area. We are not alone at Surrey University in running sandwich courses in biochemistry. Brunel themselves run one, as do Bath, Chelsea and Salford, as well as many polytechnics.

Yours sincerely,
ANDREW M. SYMONS Ph.D.
Department of Biochemistry,
University of Surrey.

Newcastle engineers

Sir, - Paul Flinter's article (*THES*, May 22) about engineering courses in this university and the polytechnic at Newcastle makes the inaccurate statement that 'traditionally four-year engineering courses have been the preserve of polytechnics.' . . .

In fact, four-year integrated sandwich courses in engineering have been provided in the nine technological universities even longer than in the polytechnics. During 1979/80, there were 8,470 undergraduates on engineering sandwich courses in universities and 11,482 in polytechnics.

Yours faithfully,
J E FLOOD (professor)
Universities Committee on Integrated Sandwich Courses Aston

Philosophy Books

Sir, - I noticed in his review of Vincent Descombes' *Modern French Philosophy* (*THES*, April 3) that Anthony Manser was sceptical about the likelihood of an English counterpart to the recent issue in *French Critique*, devoted to Anglo-Saxon philosophy, appearing. May I take this chance of announcing that in fact we shall be following Descombes' book next year with a volume of French philosophers *par eux-mêmes* (in English of course). The new familiar names, and more, are represented, and the collection is being edited by Alan Montferrer.

Yours faithfully,
JONATHAN SINCLAIR-WILSON
Cambridge University Press

Part-time pay

Sir, - I am quite bemused by the AUT's calculation that a redundant lecturer might expect to earn £5,000 p.a. from part-time teaching and consultancy. (*THES*, May 22).

I have just been asked to teach a WEA course organized by the University of Kent's school of continuing education. The course runs for ten weeks, two hours a week, for each of two terms. For this I am offered a fee of £320 or £8 an hour, a figure which I am told makes the University of Kent the second highest payer in the country for

'such adult education work. Given that a rash of redundancies must inevitably depress the market position of all adult education lecturers, the AUT's notions of what a redundant lecturer might earn from part-time work are patently absurd: £1,000 p.a. might be a more reasonable estimate. Minimum compensation for breach of contract would, accordingly, need to be at least double the sums mentioned.

Yours sincerely,
CHRISTOPHER A. ROOTES
University of Kent

Languages and the polytechnics

Sir, - Nothing could have been further from my mind than the idea that I was being 'deliberately provocative' by failing to mention even once what goes on in language departments in polytechnics and other colleges of higher education. In my review of Eric Hawkins' book *Modern Languages in the Curriculum* (*THES*, May 11), and while I agree with almost everything that Carol Sanders says, I think she has slightly misunderstood one sentence in my review.

I talked about universities for two reasons: Professor Hawkins had made specific and telling criticisms of them in his book; as someone who earns his bread and cheese by teaching in one, I thought it only right to concentrate on universities in my review.

I nevertheless realize that I ought to have talked about polytechnics, and am indeed grateful to Dr Gold for making the points he does. Had I thought of it at the time, I should have repeated in my review the two sentences with which I concluded my *Modern Language Association* presidential address, *Modern Languages as a University Discipline* in January 1980: 'Neither do I think that universities should be afraid to take the occasional leaf out of the polytechnics' book in which they combine language and society to link the general study of French or German as a language with a particular concern for French politics or German intellectual history. After all, there are a number of polytechnics which have achieved considerable intellectual eminence by taking what they thought was best in the university tradition and incorporating it into their courses.'

Like many university teachers, I greatly value the opportunity to co-operate with polytechnics, and have indeed found the linguistic standard reached in some of them higher than in one or two universities. I am also most grateful to Miss Sanders for pointing out that good language teaching takes place in some institutes of higher education, and am sorry if I gave the impression that we don't do our chores conscientiously. We do, and try not to limit our experimentation with new methods to people coming to university courses from the outside. When Miss Sanders says that I 'question whether advanced language teaching is really and activity for university teachers' there is an ambiguity about the word 'activity' I certainly think I ought to be (and thought I said so), but I recognize that for a number of my colleagues, it has not always been in the past and may well not be even nowadays.

I consequently welcome the news of the creation of the Association for French Language Studies, and hope to be admitted as a member.

Yours faithfully,
P. M. W. THODY
University of Leeds.

BEC diplomas

Sir, - The *THES* (May 8) contained both an article by the chairman of the Association of Polytechnic Teachers and a brief news report on that association's proposals that there should be a new Higher Studies Diploma.

The reasoning for the new proposal was given as the 'rapidly disappearing Higher National Diplomas'. On behalf of the Business Education Council which validates the BEC Higher National Diplomas and Certificates which have replaced the former Joint Committee Higher National Diplomas and Certificates in Business Studies and in Public Administration, I am very pleased to confirm the courses are very far from disappearing.

Both the number of centres offering these courses and the number of students increased in the year 1980-81 (7,038 in 1979-80 and 9,233 in 1980-81). Moreover we are still receiving many requests for extensions to the range of modules offered within the programmes and for new courses.

Yours sincerely,
JANET ELLIOTT
Deputy Chief Officer,
Business Education Council.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Union View

Holding firm against the Scottish cuts

With Government and monetarist axes poised to descend on schools, colleges and universities, it is vital that those concerned with maintaining our educational system should form a united front and avoid the kind of inter-seine strife depicted by Laurie Sapper of the AUT a few weeks ago. Some faint hearts justify their selfish actions by declaring that resistance is useless, but just how effective a coordinated action organized by the unions and professional associations can be is to be seen in developments in the Scottish college of education sector over the past year where we have been fighting the Government's proposals to close Hamilton and Callendar Park (Falkirk) colleges, and to merge the Rannoch Catholic College, Craiglockhart, in Edinburgh with another institution in the east of Scotland.

Initially the Government's position was undermined by the memory of the powerful and successful attacks made by George Younger, Secretary of State, and Alex Fletcher, Minister for Education, on earlier and similar proposals made by the Labour Government in 1977, but much more important in forcing them to modify their position was the united and widely supported campaign that emerged. The official and organized educational interests rallied to give their fullest support to the fight against closures. ALCES received the unanimous backing of all its branches for a united effort to defend the threatened colleges, and soon it had received the support of the STUC and educational, political and religious interests throughout Scotland.

Like many university teachers, I greatly value the opportunity to co-operate with polytechnics, and have indeed found the linguistic standard reached in some of them higher than in one or two universities. I am also most grateful to Miss Sanders for pointing out that good language teaching takes place in some institutes of higher education, and am sorry if I gave the impression that we don't do our chores conscientiously. We do, and try not to limit our experimentation with new methods to people coming to university courses from the outside. When Miss Sanders says that I 'question whether advanced language teaching is really and activity for university teachers' there is an ambiguity about the word 'activity' I certainly think I ought to be (and thought I said so), but I recognize that for a number of my colleagues, it has not always been in the past and may well not be even nowadays.

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Under pressure, the ministers were forced to make important concessions. They agreed that in-service provision should be maintained in the affected areas and that these areas should not suffer any diminution in educational provision. They changed their basic stance on the closures and declared that they would transfer the staff, properties and assets of Hamilton and Callendar Park to other colleges, in effect to Jordanhill in Glasgow and Moray House in Edinburgh respectively.

In this new situation the Boards of Governors of Hamilton and Callendar Park agreed to talk with the Scottish Office about the transfer procedures.

Once again, therefore, it has been shown that the Government's proposals for reducing the college of education sector in Scotland can be considerably modified. It may well be that this sector touches some chord in Scottish society that sees the opportunities for teacher training as a traditional and hallowed path to social advance, but above all the whole situation underlines the importance of a united campaign being organized by the unions and professional associations. Such a campaign enables us to concentrate on the real task of exposing the weaknesses and dangers implicit in the Government's proposals for education instead of our squabbling over the odd and diminishing scraps thrown to us from the authorities.

Robin Lobban

The author is chairman of the Association of Lecturers in College of Education in Scotland.